

A STUDY OF INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES
AS PERCEIVED BY THE PRIMARY TEACHERS
IN NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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A STUDY OF INFLUENTIAL AND EFFECTIVE SUPERVISORY
ROLES AS PERCEIVED BY THE PRIMARY TEACHERS
IN NEWFOUNDLAND AND LABRADOR

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by
Frederick Samuel Bullen

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To Prudence, Alisa, and Frederick Jr.

ABSTRACT

One of the basic underlying assumptions of this study was that supervision is a function of various roles in any educational system. Taking this as a frame of thought, this study was designed to identify and analyze the supervisory roles which primary teachers perceive as being influential and effective in helping teachers improve the content, processes and outcomes of their work in the school or classroom. The major problem of this study was: Which supervisory roles are perceived as influencing or affecting teachers' behavior and to what extent are the various influential roles perceived as being effective in improving teachers' behavior? It was hypothesized that the primary teachers of Newfoundland and Labrador would perceive those supervisory roles that are close to them in physical distance to be more influential and more effective than those roles that are far removed from the classroom teacher.

The 300 primary teachers who were randomly selected to participate in the study were requested to complete a nine page questionnaire. Firstly, the sample teachers identified the supervisory roles (from a list of 15 possible supervisory roles which exist in the schools, school districts, Department of Education, Newfoundland Teachers' Association and Memorial University) that they perceived as influencing or affecting their behavior. Secondly, the teachers indicated (on a four point scale ranging from 4 -- very effective to 1 -- ineffective)

the extent to which they perceived the influential roles as being effective, that is, the extent to which the influential roles served to improve the teaching-learning process.

The roles perceived to be most influential were: principal, board supervisor, district superintendent, 'other teacher', board specialist, and vice-principal. The same roles were included among those roles perceived as being the most effective. Of all roles considered, the principal's role was perceived as being the most influential and the most effective in serving to improve the content, processes and outcomes of the teacher's work in the school or classroom. Certain school and teacher variables were related to teachers' perceptions of the most influential and the most effective roles. These related variables were: size of town in which school is located, population of area served by the school, grade or grades taught, type of school board, size of school, teaching experience, and academic and professional training.

The implications of this study are very clear. According to teachers' perceptions, many supervisory roles influence teachers' behavior and also help teachers improve their work in the school or classroom. However, teachers' perceived influence and effectiveness of supervisory roles decreases as the physical distance between the incumbent of the role and the teacher increases. There is little doubt that the incumbent in supervisory roles, to be effective in helping teachers improve the teacher-learning process, must work

directly with teachers and must be close to the teacher
he/she is trying to help.

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Chapter 1

THE PROBLEM

As school systems become more complex and are characterized by programme diversification and specialization, new supervisory and administrative roles come into being and new demands are often placed on existing roles. The preparation of supervisory personnel for their changing roles is one of the major concerns of modern supervision. Of all the functions of supervisory personnel, perhaps the most important function is that of providing leadership to educational workers for the purpose of improving the teaching-learning process.¹ If supervisors, including special teachers, department heads, principals, central office administrators, and curriculum consultants, are to improve the teaching-learning process, it seems that they (supervisory personnel) should have some awareness of how the roles they perform are perceived by the teachers with whom they work. Therefore, it becomes the purpose of this study to identify and analyze the supervisory roles which primary teachers perceive to be influential and effective

¹G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971), p. 3.

in helping teachers improve the content, processes, and outcomes of their work in the school and classroom.

BACKGROUND TO THE PROBLEM

The evolution of supervisory concepts and practices has differed greatly from area to area due to variations in organizational structure, prevailing social and economic conditions and differing value systems. In Newfoundland and Labrador, with its education system organized along denominational lines, its poor economy, and its sparse and widely scattered population, this evolution has been a slow process.

Supervision, in the educational institutions in Newfoundland and Labrador, was first conceived as a form of inspection. In 1843, the government of Newfoundland and Labrador divided the Province into educational districts and appointed its first inspector to visit the schools. This, however, does not represent the beginning of inspection in the Province for the Society for the Propagation of the Gospel had adopted the practice of having a clergyman who visited schools and made periodic reports to the government, giving his opinion on the quality of the work and offering suggestions and recommendations. These efforts had several basic weaknesses--they were not systematic and they were not performed by professional educators.²

²F. W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 137.

The first government legislation to deal with education was passed in 1843 and included provisions for a Roman Catholic and Protestant inspector to do the work of visiting all schools in alternate years.³ This continued until 1858 when the government made provisions for two full-time inspectors, one Roman Catholic and one Protestant.⁴ These inspectors visited schools and reported upon the state of the schools, the character of the teacher, and the proficiency of the students.⁵

The next major change in inspection was introduced by the Education Act in 1876 which called for the appointment of three superintendents of Education, one to represent each of the major denominations at that time.⁶ The major portion of the work of inspecting schools was then done by the superintendents. Between 1876 and 1920, except for the appointment of assistant superintendents, there was very little change in the inspectorial arrangement.⁷

The Education Act of 1920 made provision to separate administration and inspection. This act called for the appointment of supervising inspectors who were to be concerned mainly with improvement of instruction and of the

³The Newfoundland Education Act 1843, cited by Frederick Buffett, "A Study of Existing and Desired Supervisory Practices in Newfoundland" (unpublished Doctor's dissertation, Boston University School of Education, 1967), p. 21.

⁴Buffett, p. 21

⁵Rowe, *loc. cit.*

⁶Buffett, *op. cit.*, p. 22. ⁷*Ibid.*

means of instruction. The administration was left to the superintendents.⁸

The mid-fifties in Newfoundland marked the reality of centralization⁹--concentration of people from smaller isolated communities to larger centers. As a result, many small schools disappeared and larger central and regional high school systems emerged.¹⁰ With the coming of these larger school systems in Newfoundland, the role of supervising principal came into being and, thus created further modifications in supervisory services. In theory, supervision in the system feeding these central and regional high schools was assigned to the (supervising) principals of the high schools.¹¹ Further provisions for supervision, within the larger consolidated regional high school, had been made in 1963. At that time, the Department of Education, realizing the need for supervision at this level, provided (depending on the size of the system) from one to three supervisors. These supervisors had the salary status of vice-principal and their entire function was to supervise

⁸Rowe, *op. cit.*, p. 145

⁹Wm. N. Rowe, The Newfoundland Resettlement Program: A Case study of Regional Development of Social Adjustment (Newfoundland, Department of Community and Social Development, 1969), p. 13.

¹⁰Report of the Royal Commission on Education and Youth, Province of Newfoundland and Labrador (1967), Vol. 1, p. 90.

¹¹F. W. Rowe, p. 147.

the "feeder" schools.¹² This continued, with no legislative changes in the supervisory arrangement, until the government of Newfoundland and Labrador implemented many of the recommendations of the Report of the Royal Commission on Education and Youth and passed the Department of Education Act of 1968 and the Schools Act, 1969. Because of the re-organization of education at this time, the numerous small school boards were replaced by thirty-five large school districts.¹³ As a result of this re-organization, the school systems in the Province of Newfoundland and Labrador became more complex and resulted in a greater proliferation of administrative and supervisory roles.

In the school, supervisory roles may be performed by the principal, vice-principal, and 'other teacher'. Within the district many supervisory roles exist, e.g., supervising or coordinating principal, district superintendent, assistant district superintendent, board supervisor, and board specialist. Other supervisory roles may include positions occupied by personnel at the Department of Education. Examples of such personnel are: chief superintendent, assistant chief superintendent, consultant, and regional superintendent. Other supervisory roles may be provided by

¹²The Education (Teacher Salaries) Regulations, (1963), The Province of Newfoundland and Labrador.

¹³The Province of Newfoundland and Labrador, Legislation Passed 1968 and 1969 Relating to the Re-organization of Education, p. 70ff.

persons associated with the Newfoundland Teachers' Association and by persons associated with the Faculty of Education at Memorial University.

There exists, then, in the present schools and school systems of Newfoundland and Labrador, many supervisory roles. Most of these roles are common to the entire province, but others are presently available only to certain sections. Nevertheless, the following question arises-- are the personnel, who occupy the various supervisory roles in the school systems of Newfoundland and Labrador, perceived by teachers to be influential and effective in helping them (teachers) improve the content, processes, and outcomes of their teaching?

STATEMENT OF THE PROBLEM AND PURPOSES OF THE STUDY

The Problem

The major problems of this study are as follows:

When primary teachers analyze the various supervisory roles which exist in the schools and school systems

- 1) Which supervisory roles are perceived by them (primary teachers) as influencing or affecting their behavior with respect to the content, processes, and outcomes of their teaching?
- 2) To what extent are the various influential roles perceived as effective in improving the primary teachers' behavior with respect to the content,

processes, and outcomes of their teaching?

Sub-problems of this study are:

- 1) Which influential supervisory roles, in the school or school system, are perceived by primary teachers as the most effective in serving to improve the content, processes, and outcomes of their teaching?
- 2) Which influential supervisory roles, in the school or school system, are perceived by primary teachers as the least effective in serving to improve the content, processes, and outcomes of their teaching?
- 3) Are primary teachers' perceptions of supervisory influence and effectiveness related to the following factors?
 - a) Size of town in which school is located
 - b) Population of area served by the school
 - c) Type of Board of Education
 - d) Grade or grades taught
 - e) Size of school
 - f) Teaching experience
 - g) Length of professional and academic preparation.

The Purposes of the Study

The purpose of this study is twofold:

- 1) To identify, through primary teachers' perceptions, the influential and effective supervisory roles

which might provide insights into the re-organization of these roles.

- 2) To discover whether factors such as population of town or area, type of school board, grade or grades taught, size of school, teaching experience, teacher training, are related to teachers' perceptions of the help they receive from supervisory personnel. This might indicate the area of concentration of supervision in the school and school system.

ASSUMPTIONS

- 1) The major function of supervision is that of influencing situations, persons and relationships for the purpose of stimulating change that may be evaluated as improvement.¹⁴
- 2) Supervision is a vital function of school administration whether coming from a line or staff position.¹⁵
- 3) Many personal and situational factors influence teacher perception of supervisory roles.
- 4) Teachers rate the role and not the person in it.
- 5) Teachers' perceptions of supervisory roles are

¹⁴Glen G. Eye and Lanore A. Netzer, Supervision of Instruction: A Phrase of Administration (New York: Harper and Row, Publishers, Inc., 1965), p. 39.

¹⁵*Ibid.*

really what they (teachers) believe is true. That is to say their perceptions do not present a distortion of reality when a large number of teachers express a consensus of opinion.

SCOPE AND LIMITATIONS

- 1) This study is concerned only with Primary School teachers' perceptions of influential and effective supervisory roles which exist in the schools and school systems of Newfoundland and Labrador.
- 2) Only variables thought to be relevant to teacher perception of supervisory influence and effectiveness are included in this study.
- 3) Personal variables, e.g. beliefs, values, are excluded from this study.
- 4) This study is concerned with teacher's perceptions of influence and effectiveness. Because there is no 'independent' measure of influence and effectiveness, the researcher cannot necessarily conclude that the teachers' perceived help from supervisors did actually occur, or that teacher behavior actually did change or improve.

DEFINITION OF TERMS

Supervisor

A supervisor is a person in an educational organization who has a formal or informal obligation to

help teacher improve the quality of their professional work in the school or classroom.

Influence

Influence is to affect one's behavior by means of motivation, stimulation, inspiration, and guidance.

Effectiveness

Effectiveness is to influence or affect a teacher in such a way that it serves to improve the content, processes, and outcomes of his or her work in the school or classroom.

Influential Supervisory Role

An influential supervisory role is one which influences the behavior of the teacher with respect to the content, processes, and outcomes of the teacher's work in the school or classroom.

Non-influential Supervisory Role

A supervisory role is non-influential if it exerts little or no influence on the behavior of the teacher with respect to his or her work in the school or classroom.

Effective Supervisory Role

An effective supervisory role is one that influences the teacher in such a way that it serves to improve the teacher's behavior with respect to the content, processes, and outcomes of the teacher's

work in the school or classroom.

Primary School Teacher

A primary school teacher is defined as a person who teaches kindergarten, grade one, grade two, grade three or any combination of these grades and who does not hold an administrative position.

Role

A role is defined as a set of activities, attitudes and expectations associated with a position.

Perception

Perception is defined as an individual's concepts which represent preferential biases developed out of experience.¹⁶

THEORETICAL BACKGROUND

What is Supervision?

Educators agree that supervision exists for the primary purpose of improving instruction. Harmes says this when he broadly defines supervision as "services provided for the improvement of instruction".¹⁷ According to the

¹⁶Daniel Katz and R. L. Khan, The Social Psychology of Organizations (New York: J. Wiley & Sons, 1967), p. 188.

¹⁷H. M. Harmes, "Improving Teaching Through Supervision: How is it Working?" Educational Administration and Supervision, 45 (1959), 169-72, cited by James E. Heald, "Supervision", Encyclopedia of Research, 1969, p. 1394.

Dictionary of Education, supervision is

All efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation and professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, and methods of teaching; and the evaluation of instruction.¹⁸

Burton and Brueckner maintain that supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development.¹⁹ Wiles says that supervision consists of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, improving in-service education and curriculum development.²⁰ Richard Neville, commenting on how teachers view supervision, states that teachers do not see supervision as focusing on the improvement of instruction.²¹ He goes on to say that teachers do not see supervision as having a strong human relation base. Teachers do not see supervisors as being prepared to help them in the study of teaching, and they

¹⁸C. V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1959), p. 539.

¹⁹Wm. H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 11.

²⁰Kimball Wiles, Supervision for Better Schools (3rd. ed.,; Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967), p. 5.

²¹Richard F. Neville, "The Supervision we Need", Educational Leadership, Vol. 23, No. 8 (May, 1966), pp. 634-640.

want supervision that will 'help them attack' instructional problems.²²

While most writers agree that the improvement of instruction should be the main focus of supervision, there remains much disagreement over the means to best effect improvement. Eye and Netzer assert that "supervision is that phase of administration which deals primarily with the achievement of the appropriate service."²³ Enns defines administration as the function of facilitating the performance or execution of functions that are intended to achieve certain goals which involves such processes as organization, communication, decision-making, controlling, directing, influencing, and coordinating.²⁴ Enns thinks of supervision as one of the tasks of administration in its broad meaning. "It concerns primarily those particular aspects which are intended to maintain and promote the effectiveness of teaching and learning by working with teachers."²⁵

Bartky defines administration as a specialization which "concerns itself with the determination of the organization's aims, establishes general policies, and oversees the entire operation," and supervision as a specialization

²² *Ibid.*

²³ Eye and Netzer, *op. cit.* p. 12.

²⁴ Frederick Enns, "The Supervisor and his Functions", The CSA Bulletin, Vol. 7, No. 4, (April, 1968), pp. 5-7.

²⁵ *Ibid.*

which "guides and directs the activities of the organization's members as they strive to achieve the goals of the organization."²⁶

Wilson and his associates expressed the relationship between administration and supervision in this way:

Supervision is . . . regarded as an administrative function, as an adjunct of administration expressed as "administration and supervision", and as a specific task area located somewhere (often indefinitely) between teaching and administrative functions. It is because the teaching role is circumscribed by specific task specifications and because the administrative role is heavily burdened by the necessities of executing or carrying out the laws, rules, and regulations of controlling boards, that supervision, precisely because of its necessary linkage with both, is in the best natural position to inherit or assume the planning function.²⁷

Supervision, then, in the school or school system is positively aimed at the improvement of classroom instruction. It follows then that the fundamental role of any educational supervisor is to bring about improved instruction. In other words, a supervisor in an educational institution, is a person who provides assistance to educational workers for the purpose of improving the teaching-learning process.

Who is a Supervisor?

Wilson, *et al.*, state that a school supervisor may actually be a school official of any rank, a supervisor of

²⁶John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Co., 1953), p. 6, cited by G. L. Parsons, *op. cit.* p. 5.

²⁷Craig L. Wilson, T. Madison Byar, *et al.*, Sociology of Supervision (Boston: Allyn and Bacon Company Inc., 1969), p. 183.

any sort.²⁸ "His usefulness and effectiveness will depend on his openness to ideas, his knowledge of current trends, methods and possibilities, and his creative ability, (and) his ability to work with others."²⁹ Unruh and Turner, in their book Supervision for Change and Innovation, write that in modern school systems various positions provide some supervisory services and responsibility for instructional supervision.³⁰ Lucio and McNeil state that the supervisory positions in the central offices of school districts are those of "assistant superintendent, director, supervisor, coordinator, and consultant."³¹ With regard to other supervisory roles, they write:

The superintendent, the principal, and the principal's staff, including vice-principal, counselor, department chairman, teaching assistant, helping and special teacher, and the like, are at times supervisors. So, too, are cooperating teachers and college staffs when they work with student teachers. University professors and personnel from professional organizations as well as state and federal departments play supervisory roles as consultants, influencing others by advisory persuasiveness.³²

Many roles, then, within the school and school system

²⁸*Ibid.*

²⁹*Ibid.*

³⁰Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton, Mifflin Co., 1970), p. 12.

³¹Wm. H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action (2nd ed.; New York: McGraw-Hill Book Company, 1969), p. 23.

³²*Ibid.*

carry some responsibility for instructional supervision. However, supervisory effectiveness is often impaired when individuals occupying these roles have come, unfortunately, so bogged down with other responsibilities that they have not had time to think much about instruction.³³

Definition of Role

Heyns stated that social behaviorists found it useful to analyze the complex organizations of society through the positions occupied by the people within it.³⁴ The elements of the positions, or roles, are the attitudes and expectations attached to them. This, according to Unruh and Turner, is also the case for the supervisory role in the school systems.³⁵

Jacob W. Getzels provided the following definition of role:

Roles are defined in terms of role expectations. A role has certain normative obligations and responsibilities, which may be termed "role expectations," and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. The expectations define for the actor, whoever he may be, what he

³³Maurice E. St. Mary, "The Administrative Team in Supervision", The National Elementary Principal, Vol. 45, No. 5, (April 1966), pp. 59-62.

³⁴Roger W. Heyns, The Psychology of Personal Adjustment (New York: Dryden Press, 1958), p. 273, cited by Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Co., 1970), p. 12.

³⁵*Ibid.*

should or should not do as long as he is the incumbent of the particular role.³⁶

The expectations are concerned with what should be the person's behavior rather than with what it will be. Lucio and McNeil postulate that

. . . a school system is a miniature society in which administrators, supervisors, (and) teachers represent positions or offices within the system. Certain rights and duties are associated with each position. The action appropriate to the positions are defined as roles. It should be emphasized that a role is linked with the position, not with the person who is temporarily occupying the position. A person in a particular position learns to expect certain actions of others, and others expect a given behavior of him.³⁷

The position, then, of any supervisor can be described in terms of the actions expected of him and the actions he expects of others within the school or school system. It appears, according to the literature, that one cannot perform the supervisory role if he lacks the necessary role expectations.

Power, Authority, Influence, and Effectiveness in Supervision

The concepts of power, authority, influence, and effectiveness are basic to the purpose of stimulating change that may be evaluated as improvement of instruction.³⁸

³⁶Jacob W. Getzels, "Administration as a Social Process", Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), p. 153.

³⁷Lucio and McNeil, *op. cit.*, pp. 27-28.

³⁸Parsons, p. 14.

Power, as defined by Lasswell and Kaplan, is the capacity of an individual or group of individuals to modify the conduct of other individuals or groups in the manner which is desired.³⁹ Authority seems to emanate from three sources: the individual, the office, and the subordinates. Regardless of the source, it is agreed that authority is legitimated power. With reference to the concept authority, Lasswell and Kaplan write that "authority is the legitimate possession of power. To say that a person has authority is not to say that he actually has power; he has been assigned power."⁴⁰

Wilson and his associates maintain that power is the fundamental concept in social science but authority is not fundamental.⁴¹ It is a result of some display of power that people who do not have it in their own right, recognize and accept.⁴² Authority depends entirely upon some social recognition of power and derives not from any individual who may seek to evoke it, but from the willingness to accept it. A person occupying a supervisory role in the school or school system has authority if teachers with whom he works are willing to be guided by him and they, in turn, have authority if they can get their ideas accepted by a supervisor and an administrator.

³⁹ Harold D. Lasswell and Abraham Kaplan, Power and Society (New York: Yale University Press, 1950), p. 75.

⁴⁰ *Ibid.*

⁴¹ Wilson, Byar *et al.*, p. 77.

⁴² *Ibid.*

There are two basic kinds of authority--formal and informal. Formal authority is legitimated by values that become institutionalized in legal contracts. Informal authority is legitimated by the common values that emerge in a group and group norms and sanction enforce compliance.⁴³ Supervisors in the schools and the school systems will have formal authority conferred by the organization because of their position. However, formal authority alone is not sufficient for effectiveness. The willingness of professional colleagues and workers to be guided by a supervisor's ideas and plans will stem from his (supervisor's) knowledge of the human aspect of administration and his ability to understand teachers. Parsons maintains that supervisors will require both kinds of authority--formal and informal, but supervision without the latter will have less power to influence.⁴⁴

Cartwright and Zander define influence as a relationship between two social entities such as individuals, roles, groups, or nations.⁴⁵ This means that if one person performs an act that results in a change in a particular state of another, then he has influence over that person with

⁴³Peter M. Blau and W. Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962), p. 144.

⁴⁴Parsons, *op. cit.*, p. 17.

⁴⁵Dorwin Cartwright and Alvin Zander, Group Dynamics: Research and Theory (New York: Harper and Row, Publishers, 1968), p. 215.

respect to that state.⁴⁶ Influence is the exercise of power by an individual or group which affects the behavior of another individual or group. An individual may have access to a power resource, such as expertise, legitimacy and reference but unless he/she utilizes these resources by displaying his/her particular knowledge to alter the behavior of others, he/she is not exerting influence.⁴⁷

With regard to influence, Harris maintains that:

Changing the knowledges, attitudes, and opinions of school personnel is important. The proof of a school improvement program is in what people do rather than in their knowledge or views. Accordingly, supervision that makes a significant difference must influence human behavior.

Influencing behavior is not only crucially important to effective supervision, it is also extremely difficult to accomplish. Experiences which carry much impact for change are required for behavioral influence. Habits may have to be modified. New skills usually need to be developed. Fears and apprehensions must be overcome.⁴⁸

Every influence is not successful in producing the intended effect. According to Parsons, the effect may be exactly as intended, exactly opposite or there may be no overt behavioral change.⁴⁹ However, when the influence exerted by supervisory personnel leads to improvement of the teaching-learning process, the supervisors are effective in their work.

⁴⁶*Ibid.*

⁴⁷*Ibid.*

⁴⁸Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 415.

⁴⁹Parsons, *loc. cit.*

Influential and Effective
Supervisory Roles

Parsons considers a supervisory role to be influential if the incumbent of the position influences or affects the behavior of the teacher in the school or classroom with respect to the content, processes, and outcomes of his/her teaching.⁵⁰ Blau and Scott, in reference to employees in a bureaucratic setting, state that "employees assume the contractual obligation to follow managerial directives."⁵¹ Commons points out that the contract, by its very nature, "obligates employees to perform only a set of duties in accordance with minimum standards and does not assume their striving to achieve optimum performance."⁵² Whereas formal authority is important for meeting the minimum requirements in an organization, it does not encourage employees to exert added effort. In order that members of an organization might exceed the minimum requirements, a person or role is needed to influence, motivate, stimulate, inspire, and guide them in such a way that their physical, psychological and social needs will be met. At the same time, the goals of the organization must also be met.

Blau and Scott emphasize such executive functions as:

⁵⁰*Ibid.*, p. 10.

⁵¹Blau and Scott, p. 140.

⁵²John R. Commons, Legal Foundations of Capitalism (New York: MacMillan Book Co., 1924) p. 284, cited by Blau and Scott, *loc. cit.*

defining the goals and responsibilities of the members of the organization, inspiring them to identify with the objectives of the enterprise and to pursue them to the best of their abilities, motivating them to collaborate for this purpose and resolving conflict that may arise in the organization. Executive leadership evidently involves exerting influences that go far beyond the confines of the legal contract.⁵³

Similarly, a supervisor cannot 'effectively' discharge his responsibilities without exerting more influence on his subordinates than his formal authority alone permits. To be influential, the supervisor in any organization has to motivate and inspire members of the organization to change or improve; otherwise the supervisor will be non-influential in the organization.

Parsons maintains that supervisors in the school or school system who exert little or no influence on the behavior of the teacher may be termed non-influential.⁵⁴ This is a non-evaluative term which does not judge the incumbent of the position but merely signifies that some factor, or a set of factors such as involvement in administrative duties may be preventing the office holder from influencing the behavior of the teacher. The supervisory role is non-influential when it has no affect on the teacher's behavior.⁵⁵

Influential supervisors may be effective or

⁵³Blau and Scott, *op. cit.*, p. 141.

⁵⁴Parsons, *op. cit.*, p. 11.

⁵⁵*Ibid.*

ineffective. Parsons further maintains that an influential supervisory role is effective if the influence exerted by the person in it serves to improve the content, processes, and outcomes of the teacher's work in the school or classroom.⁵⁶ A supervisor may be influential without being effective, that is he may not improve the work of the teacher.⁵⁷ Therefore, if persons in supervisory positions are perceived by teachers to be unhelpful, hampering, and inhibiting, then they are likely to be ineffective in improving the teaching-learning situation.

Teacher Perceptions and the Supervisory Role

If supervising is considered facilitating the work of others, those persons who are responsible for helping teachers see their tasks with less difficulty and more clarity need to reassess their modes of providing services and ascertain how their work is perceived by others. In the schools and school systems an analysis of the various supervisory roles is necessary. This may be accomplished by determining teachers' perceptions of the influence and effectiveness of the supervisory roles they perceive as helping them (teachers) improve the teaching-learning process.

Perception, as defined by C. V. Good is:

(1) In its most limited sense, the awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation; (and) (2) more

⁵⁶*Ibid.*

⁵⁷*Ibid.*, p. 12.

broadly, awareness of whatever sort, however brought about.⁵⁸

Bartley asserts that an effective way of looking at perception is simply to regard it as the organism's immediate response to energistic impingements on sense organs.⁵⁹

This view regards motor phenomena as well as experimental phenomena as truly perceptual.⁶⁰ According to this view responses, to be perceptual, must be discriminatory, that is to say, the outcomes of a configuration of factors. Katz and Kahn claim that perception is an individual concept which represent preferential biases developed out of experience.⁶¹

Because, as shown by the definitions in the previous paragraph, a person's perceptions are subjective, it is often argued that a survey of teachers' perceptions may not necessarily paint an accurate picture of reality. Nevertheless, almost everything an individual does, he does in response to his perception of the situation in which he finds himself and how he sees things is dependent upon his understanding of many factors, one of which is experience.⁶²

⁵⁸C. V. Good, p. 389.

⁵⁹S. Howard Bartley, "Perceptions", in Encyclopedia of Educational Research (4th ed.) Robert L. Ebel, (ed.) (London: Collier-Macmillan Ltd., 1969), pp. 929-934.

⁶⁰*Ibid.*

⁶¹Katz and Kahn, *loc. cit.*

⁶²F. Enns, "Perception in the Study of Administration", The Canadian Administrator, Vol. 5, No. 6 (March, 1966), pp. 23-26.

Wilson and his colleagues maintain that research indicates that factors such as beliefs, values, self-concepts, opportunities, needs, are all important factors in determining perceptions.⁶³ Studies by Parsons,⁶⁴ Wertenberger,⁶⁵ Stiles,⁶⁶ and Walden⁶⁷ are examples of research which revealed that situational factors such as sex, age, length of teaching experience, grade level taught, and the amount of teacher training are all significantly related to teachers' perceptions of supervisory personnel.

Marquit claims that a teacher must be aware of what the supervisor is doing if the supervisor is to be credited with affecting change.⁶⁸ Teachers must first perceive the stimulus if they are to respond to it and if there are no perceptions, then for all intents and purposes, there have

⁶³Wilson, Byar, *et al.*, p. 166.

⁶⁴Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems".

⁶⁵Isabel Wertenberger, "Teacher's Perceptions of Supervisors in the Elementary Schools", (unpublished Master's thesis, The University of South Florida, 1966).

⁶⁶Crandle C. Stiles, "A Survey of Teacher Opinion Toward Supervision, Supervisors, and Teacher Effectiveness" (unpublished Master's thesis, Sacramento State College, 1968).

⁶⁷Everett L. Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools of Colorado", (unpublished Doctor's dissertation, University of Colorado, 1967).

⁶⁸Lawrence J. Marquit, "Perceptions of the Supervisory Behavior of Secondary School Principals in Selected Schools of New York State" (unpublished Doctor's dissertation, Syracuse University, 1967).

been no conscious stimuli.⁶⁹ The teachers' awareness of stimuli will depend upon many personal and situational factors as already mentioned. "How an individual teacher perceives a supervisory role depends upon 'all' his past experiences which he/she can relate in some way to his/her interaction with the person in that role."⁷⁰ Research shows that the perceptions of the expectation of persons occupying supervisory roles are confusing and conflicting. Investigators such as Gwaltney,⁷¹ Sandberg,⁷² Blumberg, Weber and Amidon⁷³ have reported on the differing expectations for supervisors among the various school personnel, and they report what help teachers perceive they want in terms of what they receive.

Selected Variables and Teacher Perception

There are many school and teacher factors which

⁶⁹*Ibid.*

⁷⁰Parsons, p. 24.

⁷¹Thomas Marion Gwaltney, Jr., "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in Selected School Districts of Missouri" (unpublished Doctor's dissertation, Southern Illinois University, 1963).

⁷²Herbert Holmes Sandberg, "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques," (unpublished Doctor's dissertation, The Pennsylvania State University, 1963).

⁷³Arthur Blumberg, Wilfred Weber and Edmund Amidon, "Supervisor Interaction as seen by Supervisors and Teachers." (U.S. Department of Health, Education and Welfare: A paper presented at the Annual Meeting of the American Educational Research Association, New York, February, 1967), cited by G. L. Parsons, *op. cit.*, p. 66.

theory might indicate are related to teachers' perceptions of supervisory influence and effectiveness. The factors, thought to be relevant to teachers' perceptions are: size of town in which the school is located, population of the area served by the school, type of school board, grade or grades taught, size of school, teaching experience and the length of professional and academic training. The reasons why each of these factors have been selected are as follows:

Size of town. It is expected that teachers in large towns would differ in their perceptions of supervisory influence and effectiveness from teachers in small communities. The reason for this is that in large towns most of the supervisory personnel are nearer to the teachers (in physical distance) and that in smaller communities only the personnel within the school are close to the teachers. This means that teachers in larger centers are easily accessible to most supervisors both within and outside the school.

Population of area. Due to the centralization of school facilities in Newfoundland and Labrador, many small communities are a part of large centralized school systems which are dependent on the population of the area and not just the population of the community where the school is located. It is theorized, therefore, that teachers' perceptions of supervisory personnel in centralized rural systems are different from the perceptions of teachers who teach in the schools of small rural communities. This is so

because in the small rural school the only supervisory is the principal who is usually a full time teacher and does not have the time nor the training to help teachers to improve their work.

In a large town or city, the area served by the school is often a fractional part of the total population of the whole town. It is further expected that the perceptions of those who teach in schools that serve a small portion of a town's population will be different from those of teachers either in large centralized systems or in small schools which serve one rural community. Two possible reasons why this might be so are: firstly, large towns or cities usually attract the better trained supervisory personnel and secondly, these schools are easily accessible to supervisory personnel external of the school.

Type of board. Since school boards in Newfoundland and Labrador are organized along denominational lines-- 21 Integrated, 12 Roman Catholic, 1 Pentecostal, and 1 Seventh Day Adventist--it is expected that the perceptions of teachers will reflect the particular philosophy of their religion. It is to be noted that this variable is an open one and is used in this study only for the purpose of investigation. Nevertheless, it is appropriate because Newfoundland and Labrador does have a denominational system but it was not the intention of the researcher to hypothesize the direction which the data might take. However, if there

is a significant difference, then this information could be invaluable in the reorganization of supervisory roles.

Grade or grades taught. The research findings of Parsons,⁷⁴ Wertenberger,⁷⁵ and Walden⁷⁶ indicate that there are significant differences in teachers' perceptions of supervisory help between grade levels, for example primary, elementary, intermediate and high school. Since this present study deals with teachers at the primary level only, it is not expected that there will be any significant differences between the grades (K, 1, 2, 3) within that level. It is expected that all teachers at the primary level will perceive supervisors as being very helpful because there are many poorly trained teachers (see Table 6) at this level who seek and appreciate supervisory help. This reasoning is similar to that of Wilson and his associates who claim that "supervisors often concentrate their efforts on the young, the inexperienced, and the inept."⁷⁷ Wilson further reasons that supervisors often avoid the experienced teachers by rationalizing that these teachers do not need assistance with different and perhaps more effective techniques but that the marginal persons within the organization need the assistance.⁷⁸ Here, it

⁷⁴Parsons, *loc. cit.*

⁷⁷Wilson, p. 7.

⁷⁵Wertenberger, *loc. cit.*

⁷⁸*Ibid.*

⁷⁶Walden, *loc. cit.*

seems, the supervisors feel safe and secure in their work.

The differences between grade levels will be discovered if the findings of the four studies presently being conducted at the different grade levels are analyzed. The other three studies are being done by Oldford,⁷⁹ Doyle,⁸⁰ and Condon.⁸¹

Size of School. It is expected that teachers' perceptions of supervisory influence and effectiveness will differ significantly according to the size of the school in which they teach. There are a number of reasons why this is so. Firstly, in small schools (five teachers or less) the principal is a full time teacher and therefore has very little, if any, time to spend in helping teachers become more effective in their teaching. In addition, small schools are often isolated or are far removed from other supervisory personnel who are external to the school. Consequently, both internal and external supervisory personnel spend little or no time in helping those who teach in schools with one to

⁷⁹Ross Oldford, "A Study of Influential and Effective Supervisory Roles as Perceived by the Elementary Teachers in Newfoundland and Labrador" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

⁸⁰Sister Teresa Doyle, "A Study of Influential and Effective Supervisory Roles as Perceived by the Junior High School Teachers in Newfoundland and Labrador" (unpublished Master's thesis, 1972).

⁸¹Raymond Condon, "A Study of Influential and Effective Supervisory Roles as Perceived by the High School Teachers in Newfoundland and Labrador" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

five teachers. Secondly, it is very cumbersome for supervisory personnel to effectively help those who teach in very large schools (twenty-five teachers or more). The relationship between the teachers in large schools and supervisory personnel are often lacking personnel rapport in the sense that supervisors, both within and outside the school, do not see and meet with teachers regularly. Consequently, teachers in large schools often find themselves working without help, guidance and direction. It is expected, therefore, that those who teach in medium size schools (ten to twenty teachers) would differ in their perceptions of supervisory influence and effectiveness from those who teach in very small or extremely large schools. It is in these medium size schools that principals have the time to personally help teachers with their problems and, too, external supervisory personnel can make personnel or group contact and establish good working rapport with teachers.

Teaching experience. Differences in the perceptions of supervisory roles between beginning and experienced teachers are expected. According to Wilson and his colleagues, supervisory personnel (especially those from outside the school) are often forced into direct contact with teachers and because of this he falls into giving direct personal assistance to teacher, especially the beginners, the isolated, the incompetents, and the malcontents.⁸²

⁸²Wilson, p. 19.

"These are the ones who are most responsive . . . and are also the most visible to supervisors -- that is, the most easily diagnosed."⁸³ This means that teachers with sufficient experience, training and local prestige are omitted from the serious concerns of supervisory personnel. This raises the point that many experienced teachers may perceive supervisors to be influential and effective not for what supervisors do but for their non-interference.

Gross and Herriot maintain that there may be marked differences between role perceptions of beginning and experienced teachers at the school level.⁸⁴ When a beginning teacher comes in contact with the collegial norms of teachers and becomes associated with supervisory roles, he/she has an opportunity to learn the real role of the person with an obligation to help the teacher. The beginning teacher internalizes to some degree an idealized conception of his role during his training phase that provides him with a standard of performance in the reality phase whereas the experienced teacher has mellowed the idealized conception by experience with reality.⁸⁵

Professional and academic training. The amount of professional and academic training a teacher has is expected

⁸³*Ibid.*

⁸⁴Neal Gross and Robert E. Herriot, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, Inc., 1965), p. 99.

⁸⁵Parsons, p. 48.

to be related to his/her perception of supervisory influence and effectiveness. According to Gross and Herriot, "Role expectations are typically learned from the preparatory phase of institutional life and from past experiences".⁸⁶ During this period of training, a teacher becomes acquainted with literature on supervision and, as a result, a definition of supervisory role becomes internalized. Seemingly, too, a teacher's knowledge of the supervisory role gleaned from the literature increases with his/her training. It is assumed then that the longer the professional and academic training the more intense the internalization of an idealized conception of the supervisory role. It follows then, that if the supervisor does not perform in accordance with the supervisee's perception, the supervisor will not be rated either influential or effective.

HYPOTHESES

From the theory presented in the previous sections of this chapter, the following hypotheses emanated.

Hypothesis 1.

The perceived influence of the supervisor will decrease as the physical distance between supervisor and teacher increases.

⁸⁶Gross and Herriot, *loc. cit.*

Hypothesis 2

The size of the town in which the school is situated is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 3

The population of the area served by the school is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 4

The type of board of education is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 5

The grade or grades taught is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 6

The size of school is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 7

Teaching experience is significantly related to teachers' perceived influence of supervisory roles.

Hypothesis 8

The length of professional and academic training is significantly related to teachers' perceived influence of

supervisory roles.

Hypothesis 9

The perceived effectiveness of the supervisor will decrease as the physical distance between supervisor and teacher increases.

Hypothesis 10

The size of the town in which the school is situated is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 11

The population of the area served by the school is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 12

The type of board of education is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 13

The grade or grades taught is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 14

The size of school is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 15

Teaching experience is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 16

The length of professional and academic training is significantly related to teachers' perceived effectiveness of supervisory roles.

Hypothesis 17

There is a high positive correlation between the rank order of perceived influential and effective supervisory roles.

Chapter 2

REVIEW OF RELATED RESEARCH LITERATURE

This chapter contains a review of studies which, though all are not concerned directly with teachers' perception of influential and effective supervisory roles, are germane to the topic because they serve to clarify the relationship between teachers and supervisors as it affects the process of teaching. The research literature, once reviewed, will provide further insights into teachers' perceptions of supervisory personnel with regard to influence and effectiveness.

The research reviewed in this chapter is divided into two distinct categories. The first includes studies which are related to supervisory roles and activities associated with these roles. The second deals with those studies that are related to the congruence of teachers' perceptions and supervisors' perceptions of supervisory roles.

STUDIES RELATED TO SUPERVISORY ROLE AND THE ACTIVITIES ASSOCIATED WITH IT

In 1953 Bradfield¹ conducted a study to determine

¹Luther E. Bradfield, "The Extent to which Supervisory Practices in Selected Elementary Schools of Arkansas are Consistent with Generally Accepted Principles of Supervision" (unpublished Doctor's dissertation, Indiana University, 1953).

the extent to which practices of supervision were consistent with generally accepted principles of supervision. The principles used were formulated as a result of an analysis of the literature in the field of supervision and endorsed by supervisors active in supervision of elementary schools of Arkansas. His study showed that most teachers indicated that supervisors represent the cooperative effort of the principals, teachers, supervisory leader, or others in identifying problems, planning supervisory activities on the basis of these problems, and carrying out the program for the improvement of the teaching-learning situation. In general, Bradfield's findings supported the view that teachers overwhelmingly accepted supervision, but teachers felt a lack of assistance in some areas of teaching -- areas of diagnosis, remediation, and evaluation.

In a study of the general elementary supervisor in Indiana, Lowe² found the supervisory activities which teachers liked were: participation in professional organizations, committee study and group work, classroom visitation, help on testing and evaluation, individual conferences, and recognition of a job well-done.

The Pfiffner study,³ although dealing with supervision

²J. Lowe, "Status of the Work of the General Elementary Supervisor in Indiana" (unpublished Doctor's dissertation, Indiana University, 1953).

³John M. Pfiffner, "The Effective Supervisor: An Organizational Research Study" Personnel, Vol. 31, (1955), pp. 530-540.

in government and industry, confirms many of the generally accepted notions about effective supervision in the schools. This study attempted to answer questions such as: What does a good supervisor do? How does he behave? Are his activities primarily concerned with people? The findings may be summarized as follows:

- 1) Organizational effectiveness is greatly affected by pride in group work, good conference practices, and absence of dissension.
- 2) The most effective supervisors are approachable; they instill a feeling of rapport; they are not hypercritical of their subordinates.
- 3) The effective supervisor is consistent in his decisions and administers equal justice to all.
- 4) The effective supervisor plans the work and shares the planning with those who must carry it out.

Saunders⁴ attempted to study supervisors' activities as seen by classroom teachers. Opinions of teachers were secured regarding the work of the supervisor in gaining teacher confidence, promoting morale, and showing interest in the individual as a teacher and as a person. His findings revealed that teachers perceived the most helpful attributes of supervisors to be cooperation with teachers in solving

⁴J. O. L. Saunders, "Teachers Evaluate Supervisors Too," Educational Administration and Supervision Vol. 41, No. 70 (November, 1955), pp. 402-406.

problems, and promoting morale by recognizing individuality and class loads which teachers feel they can manage. In addition, Saunders showed that teachers wanted supervisors who worked for the basic security of teachers and respected the teacher as a worthwhile individual.

The findings of Saunders' study tend to underscore the emphasis placed by many on the supervisor as a human relations person. Most teachers claimed they looked to supervisors for respect and individual attention. It seems possible that the supervisor is seen by teachers as one with status and influence in personnel policy-making circles who could be an effective spokesman for the teacher. If so, as Saunders concludes, it raises questions about the appropriateness of this role for the supervisor.

David G. Ryans,⁵ in 1960, conducted approximately one hundred nationwide projects surveying certificated personnel to assess the attitudes of teachers. The particular survey relevant to this study is called "The Inventory of Teacher Opinion", and it was designed to determine teachers' perceptions of supervisory personnel. Pertinent findings were as follows:

- 1) Elementary teachers, as a group, showed more favourable perceptions towards supervisory personnel than did secondary teachers.

⁵David G. Ryans, Characteristics of Teachers: Their Description, Comparison, and Appraisal (Washington, D.C.: American Council on Education, 1960).

- 2) Secondary teachers tended to be more homogeneous in their perceptions than did the elementary teachers.
- 3) There was no significant difference between the age of teachers and their perceptions of supervisors, either at the elementary or secondary level.
- 4) The data provided an estimate of consensus of confidence in supervisory personnel of both the elementary and secondary schools.

Blumberg and Amidon⁶ undertook a study, in 1964, for the purpose of discovering teachers' perceptions of the supervisory confidence and of relating these perceptions to teachers' productivity of the conference. Their findings showed that:

- 1) Teachers perceived the supervisors to be most productive when they engaged in indirect supervisory behavior.
- 2) Teachers perceived themselves as learning more about themselves when the supervisor used both indirect and direct supervisory behavior.

For the purposes of their study, 'direct supervisory behavior' was defined as giving information or opinion, giving directions or commands, and giving criticisms. 'Indirect

⁶Arthur Blumberg and Edmund Amidon, "Teacher Perceptions of Supervisor-Teacher Interaction," Administrator's Notebook, Vol. 14, No. 1 (September, 1965).

supervisory behavior' was defined as accepting feeling, praising or encouraging, accepting ideas, and asking questions.

Ziolkowski⁷ conducted his study for the purpose of analyzing the responses of teachers in twenty-four schools which were perceived by administrators as superior in promoting teacher effectiveness and the responses of teachers in twenty-four schools which were perceived by administrators as inferior in promoting teacher effectiveness in order to determine whether there were differences in a) the extent to which certain supervisory practices had been employed with the teachers over the preceding year, b) the teachers' perceptions of the principal's general supervisory style.

Relevant findings from the Ziolkowski study are as follows:

- 1) There was no significant difference between both groups with regard to individual practices.
 - a) In both categories of schools, the principals perceived supervision of instruction as being of equal or slightly greater importance than other administrative duties, but they felt that heavy demands of teaching and other duties hindered their adequate involvement in supervision.
 - b) Just over two-thirds of the teachers reported

⁷Erwin Harold Ziolkowski, "Practices in the Supervision of Instruction," The Canadian Administrator, Vol. 5, No. 1 (October, 1967).

having received no formal classroom visits from principals.

- c) Sixty-two percent of the teachers reporting visitations were interim staff. This suggests the purpose of the visits was to evaluate for tenure rather than assist in improving classroom performance.
 - d) Over ninety percent of the teachers reported having observed no demonstration lessons and a similar number reported that they had paid no visits to the classrooms of other teachers for the purpose of observing their methods.
 - e) Over two-thirds of the teachers reported short classroom visits by principals in connection with administrative routines.
- 2) There were no significant difference between the two groups with regard to 'group' supervisory practices.
- a) Teachers in superior schools perceived that a higher degree of importance was attached to discussion in their staff meetings of topics directly related to improvement of teaching than was perceived by teachers in inferior schools.
 - b) Twice as many teachers in superior schools as in inferior schools reported the appointment of one or more committees to study problems

related to teaching and curricula.

- 3) Teachers' perceptions of principals in superior schools differed significantly from teachers' perceptions of principals in inferior schools. Teachers perceived the principal in the superior school to be more industrious, more keenly aware of what is going on, better prepared for public presentation, more interested in teachers as individuals, more approachable, more willing to involve teachers in decision making, more supportive of teaching authority, more supportive in providing teacher aids and materials, more aggressive with regard to curriculum study and development, and more encouraging of innovations and new ideas.

John Croft and Jean Hills attempted to find out the state of supervisory practices in one school district.⁸ For the purposes of this study, supervision was defined as the efforts to stimulate, coordinate and guide the continued growth of teachers. Having conducted their study, the researchers arrived at the following conclusions:

- 1) Most of the teachers had not been observed very

⁸John C. Croft, "The Principal as Supervisor: Some Descriptive Findings and Important Questions," Journal of Educational Administration, Vol. 6, No. 2 (October, 1968), cited by G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971), p. 71.

much by the principal.

- 2) Instructional matters were infrequently discussed at staff meetings.
- 3) Teachers were the main sources of help to the teachers regarding teaching performance.
- 4) Teachers perceived the principal's major responsibility to be in the area of budget, coordination, policy, and public relations.

Isabel Wertenberger,⁹ in 1966, conducted a study for the purpose of ascertaining teachers' perceptions of supervisors in elementary schools and to determine whether or not certain personal or situational factors were related to teachers' perceptions. This researcher came up with a number of findings but all of them are not considered relevant to this present study. The relevant findings are summarized as follows:

- 1) Teachers have positive attitudes about supervisors.
- 2) Teachers indicated particular satisfaction with supervisor's understanding of environmental restrictions, practice of good human relations, possession of pleasant personal qualities, and improvement of instruction.
- 3) Differences in teachers' perceptions were significantly related to grade level taught, age of teacher, and length of teaching experience.

⁹Isabel Wertenberger, "Teachers' Perceptions of Supervisors in the Elementary Schools" (unpublished Master's thesis, The University of South Florida, 1966).

Geckler,¹⁰ in a study to analyze and appraise the role of the supervisor of instruction, concluded that supervisors participating in the study had a wide variety of titles. Although the title 'supervisor' was most often used, other frequently used titles were 'elementary supervisor', 'supervisor of instruction', and 'supervising teacher'. Other findings were:

- 1) Supervisors performed such tasks as working with teachers and principals on an individual basis, professional growth, working with teacher and principal study groups, disseminating material, staff studies and committees involving central office personnel, general records and reports, curriculum studies with a faculty group, and speaking to civic groups.
- 2) Although many of the tasks listed in the study involved working with groups, the task performed by most supervisors was working with teachers and principals on an individual basis.
- 3) Among changes desired by supervisors, more time was desired on tasks related to instruction. It was indicated that supervisors have insufficient time to perform instructional tasks due to the number of administrative tasks for which they were responsible.

¹⁰Jack Wm. Geckler, "An Analysis and Appraisal of the Role of the Supervisor of Instruction in City and Urban County Systems in Tennessee," (unpublished Master's thesis, The University of Tennessee, 1961).

Stiles¹¹ undertook a study for the purpose of assessing teacher opinion of supervisors, supervision, and teacher effectiveness. He concluded that supervisory personnel were respected by certified employees (teachers), but were not considered to be effective in improving instruction. Furthermore, he concluded that the belief that supervisors were instructional leaders had been a popular myth for many years and no solution to this dilemma was offered by the findings except that educators wanted the myth to become a reality.

The most recent study, and perhaps the most relevant to this present study, is that of G. L. Parsons.¹² His study was undertaken to determine the supervisory styles and behaviors of effective supervisors as perceived by teachers. In order to achieve this purpose, the influential and effective supervisory roles as perceived by teachers were identified and analyzed. The findings relevant to influence and effectiveness were:

- 1) The influence of supervisory roles
 - a) The principal was perceived to be the most influential.
 - b) The next six most influential roles were

¹¹Crandle C. Stiles, "A Survey of Teacher Opinion Toward Supervision, Supervisors and Teacher Effectiveness" (unpublished Master's thesis, Sacramento State College, 1968).

¹²G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971).

other teachers, program consultant, inspector, assistant or vice-principal, area, district, or regional superintendent, and resource teacher.

- c) Certain factors were significantly related to teachers' perceptions of six of the seven most influential roles.
 - i) Beginning teachers perceived 'other teachers' to be most influential.
 - ii) Primary and junior grade, female, public school teachers perceived program consultants to be most influential.
 - iii) Primary and junior grade, female teachers in medium size, separate, city schools with one year professional preparation and ten years or more teaching experience perceived inspectors to be most influential.
 - iv) Intermediate grade teachers in medium or large size, public city schools with two or three years of professional preparation perceived the vice-principal to be most influential.
 - v) County, female, primary grade level, beginning and experienced teachers with two or three years of professional training perceived the area, district or regional superintendent to be most influential.

- vi) Primary and junior grade teachers perceived the resource teacher to be more influential than did intermediate grade teachers.

2. The effectiveness of supervisory roles

- a) The seven most influential roles were also perceived by the teachers as the most effective ones in serving to improving the content, processes, and outcomes of the teachers' work in the school or classroom.
- b) The principal was rated significantly higher on effectiveness than any other role.
- c) Certain factors were significantly related to teachers' perceptions of the effectiveness of the seven most influential roles.
 - i) Junior grade teachers perceived the principal to be significantly more effective than did intermediate grade teachers.
 - ii) Beginning teachers found 'other teachers' to be more helpful than did more experienced teachers.
 - iii) Primary and junior grade, female, public, city school teachers perceived the 'program consultant' to be most effective.
 - iv) In large public schools, teachers of intermediate grade levels perceived vice-principals to be most effective.

- v) Female, junior grade, separate school teachers perceived inspectors to be most effective.
- vi) Primary and junior grade teachers perceived 'resource teachers' to be most effective.
- vii) County teachers perceived the area, district or regional superintendents to be most effective.

STUDIES RELATED TO THE CONGRUENCE OF TEACHERS' AND SUPERVISORS' PERCEPTIONS OF SUPERVISORY ROLES

In 1954, Palmer conducted a study on the existing and desired supervisory practices in the Indianapolis Public Schools.¹³ The purpose of this study was to examine, report, compare and analyze the supervisory services being desired at the elementary level in the Indianapolis Public Schools. Two sets of questionnaires having parallel questions were prepared -- one for use with teachers, the other for use with supervisors. From the data collected, Palmer concluded that beginning teachers, non-tenure and tenure teachers and both groups of supervisors (principals and consultants) were generally well satisfied with the present supervisory program and with the type and extent of supervisory services currently being offered. Teachers and supervisors agreed that the type

¹³Wayne R. Palmer, "A Study of Existing and Desired Services in the Indianapolis Public Schools" (unpublished Doctor's dissertation, Indiana University, 1954).

of supervision they preferred was the cooperative, participatory, democratic type. One general conclusion derived from the study was that supervisors felt they provided more assistance than teachers felt they received.

Malone¹⁴ sought to determine the attitudes of teachers towards supervision provided by principals and to determine what differences, if any, there were between the attitudes of teachers and principals towards supervisory practices employed in the school. He found that the practices considered of both high potential and high actual value by teachers and principals were: providing opportunities for special resource people to lend individual help to teachers; small group meetings to discuss mutual interests and problems relating to instruction; and, staff meetings involving the entire faculty but utilizing outside resource people (consultants, college professors, etc.) as group leaders. Practices considered least beneficial by teachers and principals included: Assigning teachers to attend specific meetings at conventions, and such things as providing direction and guidance in reading and studying professional literature. Other findings were: The district-sponsored in-service education programs were considered by teachers of questionable value as a device to improve instruction; Teachers felt their principals were making average or greater effort to improve instruction but that the actual effectiveness

¹⁴Charles F. Malone, "Attitudes of Teachers Towards Supervisory Services Employed by Building Principals" (unpublished Doctor's dissertation, University of Kansas, 1960).

of principals was in considerable need of improvement; Teachers did indicate that they had considerable confidence in their principals' ability to help them improve instruction.

The Gwaltney study¹⁵ attempted to analyze the role of the elementary supervisor and to determine whether the elementary supervisor's perception of his role differed significantly from superintendents' and teachers' perception of his role. Gwaltney concluded that the major portion of the elementary supervisor's role is administrative. He is 'in charge of' the total elementary program and on the administrative chart is directly under and is responsible to the district superintendent. "There was consensus between superintendents and supervisors concerning the accuracy of perception of the elementary supervisory role by referent groups."¹⁶ One final conclusion made by Gwaltney was that there were significant differences concerning perception of the actual supervisory role, a rather high degree of consensus existed among the three major professional groups of supervisors, superintendents, and teachers concerning what the supervisory role ideally should be.

In a study of effective supervisory techniques as

¹⁵Thomas Marion Gwaltney, Jr., "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in Selected School Districts of Missouri" (unpublished Doctor's dissertation, Southern Illinois University, 1963), cited by G. L. Parsons, *op. cit.*, pp. 64-65.

¹⁶*Ibid.*

perceived by beginning teachers and supervisors, Sandberg¹⁷ stated a number of findings. He found disagreement between supervisors and beginning teachers over the value of determining the extent to which books and instructional materials were being used, the completeness of lesson plans, the extent to which prescribed courses of study were being used, what constituted efficient pupil control, the effective use of bulletin boards and other visual aids, and class supervision for the purpose of evaluation. Teachers reported that too many new materials, such as curriculum guides and courses of study, were presented to them at one time. Furthermore, they felt that supervisors' participation in faculty meetings to share new ideas and methods was effective. In addition, ninety-five percent of the techniques dealing with the supervisory conference were rated as effective by both beginning teachers and supervisors. Both beginning teachers and principals agreed that sixty of the sixty-seven techniques rated in the study were effective.

Cleminson,¹⁸ in a study to determine the major purposes and functions of supervisors as perceived by school superintendents, supervisors, and principals, concluded that administrative and supervisory roles affected perceptions of

¹⁷Herbert Holmes Sandberg, "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques" (unpublished Doctor's thesis, The Pennsylvania State University, 1963).

¹⁸G. F. Cleminson, "The Major Purposes and Functions of Supervisors as Perceived by New Jersey Public School Superintendents, Supervisors, and Building Principals" (unpublished Doctor's dissertation, Fordham University, New York, 1965).

supervision; supervisors were more democratically oriented than administrators in their perceptions of supervision. Because administrators and supervisors envisioned supervision differently, they apparently envisioned differently their own professional role behavior in the democratic supervisory process. Cleminson maintained that the strong support of democratic supervision by supervisors indicates that they had better understanding of the democratic theory of supervision than administrators and probably were more effective than administrators in its implementation. One final conclusion was that the acceptance or rejection of authoritarian or of laissez-faire supervision seemingly was not dependent on professional role.

Morton¹⁹ compared the perceptions held by selected supervisors, principals, and teachers regarding the duties of general and special supervisors. He found that the groups of participants did not agree among themselves as to their perceptions of the relative importance of the selected duties of the general and special supervisor, and, furthermore, there was no apparent significant difference in the perceptions of the duties of the supervisor.

The Walden study²⁰ attempted to determine the

¹⁹Robert Jack Morton, "The Duties of the Supervisor as Perceived by Selected Principals, Supervisors, and Teachers in a Selected Area" (unpublished Master's thesis, University of Tennessee, 1965).

²⁰Everett L. Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools in Colorado" (unpublished Doctor's dissertation, University of Colorado, 1967).

perceptions of principals and teachers concerning supervision in order to provide a framework for the improvement of supervision. His findings revealed that principals perceived supervision as a process of helping the teacher, while teachers perceived supervision as inspection, administration, or help. One-half of the teachers perceived the central office supervisory personnel as ineffective compared to one-quarter who perceived them to be effective. The principals perceived these supervisors to be relatively more effective than the teachers. Walden did find significant differences in perception when teachers were grouped by teaching experience, degrees held, age of teacher, subject areas, and preparation in subject field.

Blumberg, Weber and Amidon²¹ conducted a study to examine different aspects of supervisor-teacher interactions. They concluded that supervisors saw themselves as being less direct in their behavior toward teachers than teachers perceived them to be. Teachers perceived themselves as learning less from supervisors than the supervisors thought they were learning, and supervisors had a brighter view of the results of their efforts than teachers had of the results of the supervisor's efforts. One final conclusion of this study was that teachers saw themselves in a situation where they were less free to initiate discussion than their supervisors thought.

²¹Arthur Blumberg, Wilfred Weber, and Edmund Amidon, "Supervisor Interaction as seen by Supervisors and Teachers" (A Paper presented at the Annual Meetings of the American Educational Research Association, New York, February, 1967), cited by G. L. Parsons, *op. cit.*, p. 66.

Jones²² undertook a study for the purpose of comparing the perceptions of principals and teachers relative to the role of the principal as a supervisor of instruction and to investigate the relationship of selected variables to these perceptions. He found that elementary teachers' perceptions differed significantly from their principal's perception of the supervisory role. Perceptions of the principal's supervisory role did not differ significantly in schools of different sizes. Likewise, there was no significant difference between teachers' and principals' perceptions with regard to the professional orientation of principals.

Marquit²³ compared teachers' and principals' perceptions of supervisory stimuli as principals attempted to bring about the overall improvement of instruction and to relate these perceptions to situational factors such as age, experience, tenure of teacher, and size of school. Principals, he found, perceived themselves as providing supervisory stimuli more frequently than did teachers perceive them doing so. Overall, teachers perceived their principals as rarely or sometimes providing supervisory stimuli, while principals perceived themselves as often providing supervisory stimuli. Marquit also found that as teachers' age and experience, and

²²Wm. Nevin Jones, "The Relationship of Selected Variables to the Role of the Principal as a Supervisor of Instruction" (unpublished Doctor's dissertation, University of Georgia, 1967).

²³Lawrence J. Marquit, "Perceptions of the Supervisory Behavior of Secondary School Principals in Selected Schools of New York State" (unpublished Doctor's dissertation, Syracuse University, 1967).

size of school increased, they tended to score higher on their perceptions of the principals' supervisory stimuli.

Beckman,²⁴ in 1969, conducted a study for the purpose of ascertaining how principals and beginning teachers perceived the effectiveness of selected supervisory techniques. The seven major techniques comprising the study were: conferences with beginning teachers; classroom observations; orientation programs; demonstration lessons; faculty meetings; school-community relations; and supervisory bulletins. The study revealed that beginning teachers perceived their principals as being ineffective in five of the seven techniques. These five techniques were: assisting with daily lesson planning; providing help for developing units of study; observing to determine the level at which principles of learning were being applied; providing orientation programs to acquaint the new teachers with various community organizations; and presenting demonstration lessons showing specific techniques in presenting subject matter. The principals rated as ineffective their responsibility in providing assistance to beginning teachers in the same five areas. In rating the effectiveness of each technique, there was no significant difference between the principals' and teachers' perceptions.

A study by Carlton²⁵ was undertaken to determine the

²⁴Donald C. Beckman, "Elementary Principals' and Beginning Teachers' Perceptions of the Effectiveness of Selected Supervisory Techniques" (unpublished Doctor's dissertation, The Pennsylvania State University, 1969).

²⁵Cecil G. Carlton, Jr., "Role of Instructional Supervisor as Perceived by Teachers and Principals in Selected

role of the instructional supervisor as perceived by teachers and principals. It examined the purpose of supervision, the actual and ideal roles of supervisors, and the occurrence of certain trends in supervision. Carlton's data revealed that differences do exist in the actual role of the supervisor when responses were examined by sex, professional preparation, and teaching experience. The greatest differences were between the principals' and teachers' perceptions. Carlton concluded that there is a large area of agreement but the potential for misunderstanding arising from mismatched perceptions was clearly apparent and therefore, supervisors must be sensitive to the need for the clarification of role expectations.

SUMMARY OF RELATED RESEARCH LITERATURE

A review of the literature concerning perceptions of supervisors and other supervisory roles seem to indicate that:

- 1) Teachers perceive the most helpful attributes of supervisory personnel to be cooperation with teachers in solving problems, promoting morale, providing for individuality, respecting teachers' abilities, practicing good human relations, and above all, helping to improve instruction.
- 2) Teachers feel that the supervisor's major function is to stimulate, coordinate, and guide the continued

Florida Elementary Schools" (unpublished Doctor's dissertation, The Florida State University, 1970).

growth of teachers.

- 3) Many studies indicated that supervisory personnel desired more time to devote to tasks related to instruction and that they did not perceive administrative tasks as part of their responsibility.
- 4) The most recent study, reviewed in this section, on teachers' perceptions of supervisory roles indicated that as the physical distance between the supervisor and teacher increased, the rated influence and effectiveness decreased. Persons far removed from staff members are not likely to affect the behavior of teachers regardless of their supervisory skills.
- 5) Teachers' perceptions of supervisors may differ from supervisors' perceptions of themselves.
- 6) Many studies found that teachers' perceptions of supervisory roles were related to such factors as sex of teacher, teaching experience, age of teacher, degrees held by teacher, and subject area taught by teacher.

To sum up, from the research literature on supervision in the 1950's and early 1960's it appears that supervisors' perceptions of themselves have been the subject of a great many studies. In addition, it seems that research concerning teachers' perceptions of supervisors or the supervisory roles are clouded by questions which reflect some ambiguity in teacher-administrator relations. The research completed since the mid-sixties reflects the need to investigate teachers'

perception of supervisory roles. This appears to substantiate the opinion that a more satisfactory teacher-supervisor relationship could exist if teachers' perceptions of supervisory roles were known.

No study of teachers' perceptions of supervisory roles has been conducted in the Province of Newfoundland and Labrador. Although the researcher speculates that some roles are more effective than others, he cannot know precisely which roles teachers perceive as being influential and effective in serving to improve the content, processes, and outcomes of their (teachers) work in the classroom until teachers' perceptions are researched more thoroughly. There is a need for research in this area and the researcher hopes that the present study will be of some value in adding to the present understanding of the various supervisory roles that exist in the school systems of Newfoundland and Labrador.

Chapter 3

METHODOLOGY AND RESEARCH DESIGN

This chapter is divided into two major parts. The first part is concerned with describing the locale of the study, the population from which the sample was drawn, and finally the sample itself. The second part focuses on the nature of the research instrument, on how the data were collected, and finally on how the data were treated in order to solve the problems of this study.

LOCALE, POPULATION, AND SAMPLE

The Locale of the Study

This study deals with primary school teachers' perceptions of influential and effective supervisory roles in the educational systems in the Province of Newfoundland and Labrador. The Province is divided into thirty-five educational districts--twenty-one Integrated, twelve Roman Catholic, one Seventh Day Adventist, and one Pentecostal. The Seventh Day Adventist and Pentecostal each has one school board encompassing the whole of Newfoundland and Labrador. The boundaries of the 21 Integrated and the 12 Roman Catholic school boards are shown in figure 1 and 2 respectively.

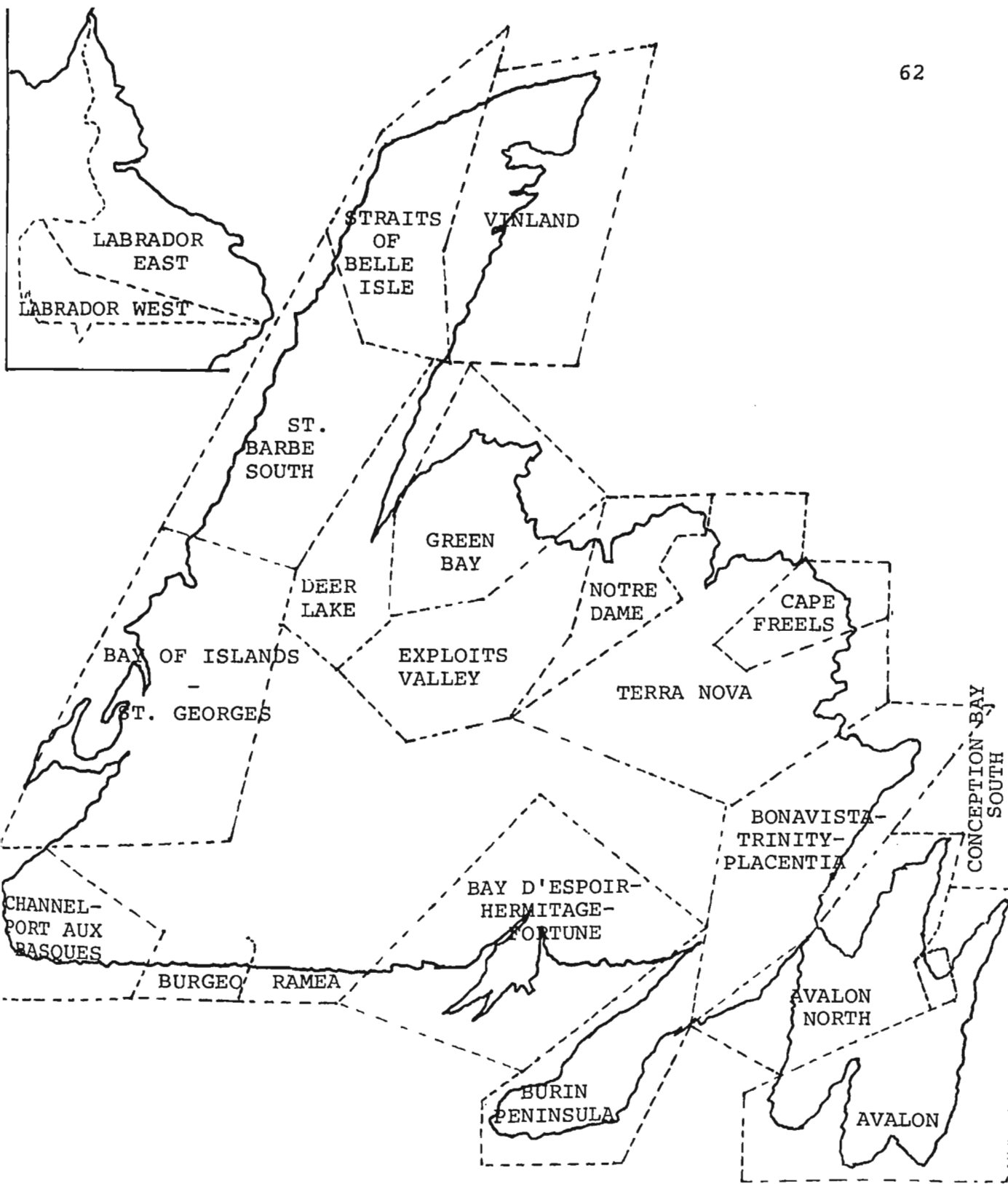


Figure 1

Boundaries of the Integrated School Boards
in the Province of Newfoundland
and Labrador as of June, 1972

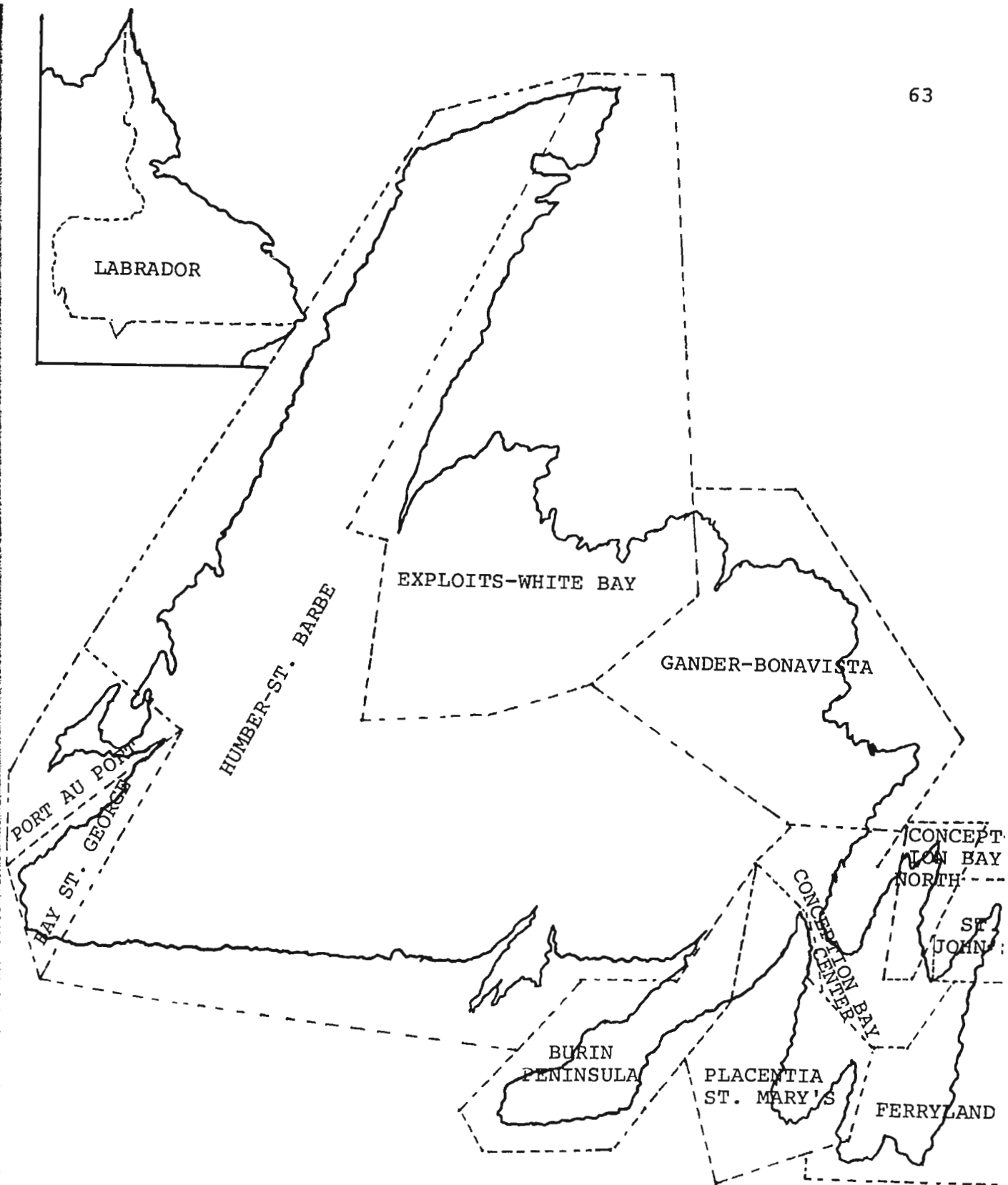


Figure 2

Boundaries of the Roman Catholic Consolidated
School Boards in the Province of
Newfoundland and Labrador as of June, 1972

The Population of the Study

The population of this study consists of all full-time teaching personnel (exclusive of formally designated supervisory and/or administrative staff) at the primary school level (Kindergarten to grade three) supported by any of the thirty-five educational districts in the Province. The Department of Education records did not indicate that primary grades were taught in the private schools which exist in the Province and, therefore, teachers in private schools are not included in the population.

There are 1687 primary teachers employed by the Province's thirty-five school boards. This population was obtained from the Department of Education records for the school year 1971-72. The exact population was determined from the notices of school openings forwarded to the Department of Education by each teacher. This was further verified by checking with the report for the month of November forwarded to the same department by each school principal.

The Sample

From the list of names obtained from the Department of Education, 300 primary school teachers or approximately 20 percent of the total population were selected randomly by using a table of random numbers. Out of the 300, 248 or 82 percent of the total sample returned the questionnaires.

Table 1 shows the distribution of teachers according

to the population of the town in which they teach and according to the population of the area in which they teach. In this table, it can be seen that approximately two-third (2/3) of the respondents teach in towns and areas where the population served is less than 5,000.

Table 1

Distribution of Respondents by Population of Town in which School is Located and by Population of Area Served by School

Population	Respondents			
	Town		Area	
	Frequency	Per cent	Frequency	Per cent
Less than 500	39	15.7	20	8.1
500 - 999	45	18.1	39	15.7
1,000 - 4,999	70	28.2	88	35.5
5,000 - 10,000	49	19.8	71	28.6
More than 10,000	45	18.1	30	12.1
Totals	248	100.0	248	100.0

The distribution of teachers among types of school boards is given in Table 2. Of the three categories used, 56 percent of the teachers who responded are employed with the Integrated school boards and 36 percent with the Roman

Catholic boards. About 8 percent was the total percentage of respondents from the Seventh Day Adventist and Pentecostal school boards. Although the Department of Education does not have statistics which break down the number of teachers by grade level and type of board, there are statistics which give the "total" number of teachers in the Province by type of board only. The percentages shown in Table 2 closely approximate the percentages obtained when all teachers in the Province are considered by type of board. Out of the 6,437 teachers, 3,655 or 57 percent are employed with the Integrated school boards, 2,524 or 39 percent with the Roman Catholic school boards, and 258 or 5 percent with the Seventh Day Adventist and Pentecostal.¹

Table 2
Distribution of Respondents by
Type of School Board

Type of Board	Respondents	
	Frequency	Percent
Integrated	139	56.0
Roman Catholic	90	36.3
Others	19	7.7
Totals	248	100.0

¹Statistical Supplement to the Annual Report of the Department of Education and Youth. Province of Newfoundland and Labrador, June 1971, p. 23.

From Table 3 it can be seen that the frequency of the respondents, when categorized by grade taught, is fairly evenly distributed. Teachers of grade two or three constitute about half of the total respondents. The remaining 49 percent teach kindergarten, grade one, or any combination of the grades from kindergarten to grade three.

Table 3
Distribution of Respondents
by Grade Taught

Grade Taught	Respondents	
	Frequency	Percent
Kindergarten	42	16.9
Grade One	49	19.8
Grade Two	61	24.6
Grade Three	66	26.6
Kindergarten - Three	30	12.1
Totals	248	100.0

Table 4 shows the distribution of respondents according to the size of the schools in which they teach. Of the teachers who responded to the questionnaire 90 or 36 percent of them said that they teach in schools which have from six to eleven teachers. The other three categories have approximately 20 percent each.

Table 4

Distribution of Respondents
by Size of School

Size of School	Respondents	
	Frequency	Percent
2 - 5 teachers	53	21.4
6 - 11 teachers	90	36.3
12 - 18 teachers	55	22.2
More than 18 teachers	50	20.2
Totals	248	100.0

Table 5

Distribution of Respondents
by Teaching Experience

Experience	Respondents	
	Frequency	Percent
Less than 1 year	30	12.1
1 - 3 years	61	24.6
4 - 10 years	96	38.7
11 - 20 years	45	18.1
More than 20 years	16	6.5
Totals	248	100.0

The proportion of teachers according to the length of teaching experience is given in Table 5. From this table, it can be seen that the majority of the teachers responding (75 percent) have taught for ten years or less. Of these, 12 percent have less than 1 year teaching experience, 25 percent from 1 to 3 years, and 39 percent from 4 to 10 years. Out of the 248 teachers who returned the questionnaire, 18 percent indicated that they had from 11 to 20 years of experience and only 7 percent of the respondents said they had more than 20 years experience as a teacher.

Table 6

Distribution of Respondents by Length of Professional and Academic Training

Length of Training	Respondents	
	Frequency	Percent
None	8	3.2
Less than 1 year	9	3.6
1 year	79	31.9
2 years	60	24.2
3 years	44	17.7
4 years	33	13.3
5 years	6	2.4
6 years	2	0.8
More than 6 years	7	2.8
Totals	248	100.0

Table 6 gives the number of teachers according to the length of professional and academic training. The table shows that 87 percent of all the respondents have from 1 to 4 years professional and academic training. About 7 percent of the respondents have less than 1 year or no training at all and only 6 percent have more than 4 years.

DATA COLLECTION, INSTRUMENT, AND DATA TREATMENT

Collection of the Data

The main purpose of this study was to determine what supervisory roles, as perceived by the primary teachers in Newfoundland and Labrador, are influential and effective with regard to helping teachers improve the content, processes, and outcomes of their teaching. To achieve this purpose, a process of identifying influential and effective supervisory roles was necessary. A questionnaire was employed which asked primary teachers to identify, from a list of possible supervisory roles, those roles which (according to their perceptions) influenced their behavior as a teacher. Next, teachers were asked to rate each influential role on the extent to which persons in that role helped them to improve their behavior as a teacher with respect to the content, processes, and outcomes of their teaching in the school or classroom.

Each teacher in the sample was mailed (on January 28, 1972) a copy of the questionnaire along with a cover letter from the Newfoundland Teachers' Association and another from

the Department of Educational Administration at Memorial University. A self-addressed stamped envelope was used to facilitate return of the questionnaires. In addition, a self-addressed stamped postcard (to be returned separately from the questionnaire) was utilized to facilitate follow-up procedures.

The first follow-up letter was forwarded to each teacher on February 3. A second follow-up letter along with another copy of the questionnaire was mailed February 22. The final follow-up letter was forwarded March 9, 1972. The cut-off date for accepting questionnaires was April 13 and any questionnaires received after that date were discarded. By that time, 248 or 82 per cent of the 300 teachers in the sample had returned their questionnaires.

The Nature of the Instrument

The research instrument used in this study was Forms A, B, and C of Teacher Identification and Description of Supervisory Roles² developed by G. L. Parsons for a study conducted in the Province of Ontario. This instrument was made applicable to the Newfoundland and Labrador situation by deleting the roles that did not apply in this Province. For the purposes of this study the questionnaire was entitled, Teacher Identification of Influential and Effective Supervisory Roles.

²G. L. Parsons, "Teacher Perception of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971), p. 259.

Form A of the instrument requested information on the sex of teacher, population of the town in which the school is located, population of the area served by the school, type of school board, grade or grades taught by teachers, size of school where presently teaching, teaching experience, and finally the length of professional and academic training of teachers.

Form B listed all the possible supervisory roles in the school, school system or district, Department of Education, and Newfoundland Teachers' Association and Memorial University. In each of the four categories teachers were permitted to add any other supervisory role which could be identified. Teachers were asked, first, to identify each supervisory role as influential or non-influential. If they rated the role as influential they were to rate, on a four point scale (very effective, effective, fairly effective, ineffective), the extent to which they perceived the supervisor as being helpful in improving their behavior as a teacher with respect to the content, processes, and outcomes of their teaching in the school or classroom. Teachers were asked to omit any role which they perceived as being non-applicable to their school or school system.

On Form C teachers were asked to consider all the supervisory roles which they had identified as influential and had rated as effective on Form B. From these, teachers were requested to select the Most Effective and Least Effective supervisory role. Having identified the most effective role,

each teacher was asked the extent to which the "person" in the role he/she had identified personally contribute to his/her evaluation of its effectiveness. Teachers could indicate this by checking one of the following: 1 -- To a great extent (a different person would make me evaluate differently), 2 -- To some extent (a different person might make me evaluate differently), 3 -- To a lesser extent (it makes very little difference who is in the role), 4 -- To no extent (it makes no difference who is in the role). The same procedure was used following the identification of the least effective supervisory role.

The Treatment of the Data

The data were first analyzed to determine which supervisory roles in the school districts, Department of Education, teachers' association and University were identified by teachers as being influential. The perceived influential roles were calculated in two ways. First, as a percentage of all teachers responding, and second, as a percentage of all the teachers to whom the role applied (includes teachers who found the role influential and those who found it non-influential). The roles perceived to be influential by teachers responding were further analyzed using chi-square coefficients to test statistical significance of relationships between school and teacher variables and teachers' perceptions of the influence of each supervisory role. It is noted that the variable, sex of teacher, has been excluded from all analyses because of a grossly uneven distribution of respondents (141 females

compared to 7 males) at the primary level.

Secondly, teachers had been asked to rate each influential role on effectiveness, that is the extent to which they perceived the role as helping them improve their behavior with respect to the content, processes, and outcomes of their teaching, on a continuum ranging from 4 -- very effective to 1 -- ineffective. The perceived influential supervisory roles were ranked by the mean effectiveness score when all teachers (N = 248) were considered, then ranked by the number of teachers to whom the role applied, and lastly the influential roles were ranked by the mean effectiveness scores by teachers identifying the role as influential. To determine if they were consistent in their ratings of the effectiveness supervisory roles, teachers' selections of the most effective and least effective roles were analyzed by the number and percent of teachers perceiving the roles as being effective or ineffective. Following that, statistical significance between school and teacher variables and the roles rated for effectiveness were tested between and among groups within variables using the analysis of variance and the scheffe multiple comparison of means tests.

The rank order of roles rated for effectiveness were correlated with the rank order of supervisory roles perceived as being influential. The correlation coefficient determines the degree and direction of the rank order correlations.

Chapter 4

ANALYSIS 1: INFLUENCE OF SUPERVISORY ROLES

One of the main purposes of this study was to determine what supervisory roles were perceived by primary teachers as being influential, that is what roles affect teachers' behavior with respect to the content, processes and outcomes of their work in the school or classroom. With this purpose in mind, this chapter will analyze teachers' perceptions of the supervisory roles found in the schools and school districts of Newfoundland and Labrador, the Provincial Department of Education, and the Newfoundland Teachers' Association and Memorial University.

Teachers participating in the study had been asked to carefully examine fifteen possible supervisory roles and to identify by circling YES (influential) or NO (not influential) whether the supervisor in each role influenced their teaching behavior. Specifically, then, this chapter deals with: (1) the number and percentage of teachers identifying each role as influential; (2) the relationship of size of town, population of area served by the school, type of school board, grade taught, size of school, teaching experience, and academic and professional training to teachers' perceptions of each role; and (3) the investigation of the hypotheses relating to teachers' perceived influence of supervisory roles.

PERCEIVED INFLUENCE OF SUPERVISORY ROLE

The perceived influence of each role was measured in two ways. First, by calculating the percentage of all respondents who identified the role as influential and second, by calculating the percentage of only those respondents who considered the role to be applicable. In each case the higher the percentage, the more influential the role is considered. By doing this, the researcher can present a general view of the perceived influence of each supervisory role and, in addition, consideration can be given to those cases and situations where because of size and other organizational constraints the role does not apply. The role of vice-principal, for example, does not apply to teachers in small schools (less than 5 teachers) while other roles like those of board specialist and regional superintendent are only applicable to certain school districts or regions.

The Perceived Influence of each Role
by all Teachers Responding

Table 7 shows the rank order, by number and percent of all teachers responding, of the 15 supervisory roles which teachers perceive as influencing their behavior in some way. As can be seen from Table 7, the principal's role was the one most often rated as influential. Over 85 percent or 213 of the 248 teachers responding perceived this role as affecting their teaching behavior. The second most influential role was that of district superintendent perceived as being influential

Table 7

Rank Order of Supervisory Roles which Influence Teacher Behavior
by Number and Percent of Total Teachers (N = 248)

Supervisory Role	Rank	Number of Teachers Rating as Influential	Percent of Teachers Rating as Influential	Number of Teachers Rating as Non-Influential	Percent of Teachers Rating as Non-Influential
Principal	1	213	85.9	35	14.1
District Superintendent	2	151	60.9	97	39.1
Other Teacher	3	147	59.3	100	40.3
Board Supervisor	4	145	58.5	93	37.5
Board Specialist	5	111	44.8	93	37.5
Vice-Principal	6	108	43.5	112	45.2
Personnel Associated with Faculty of Education, Memorial University	7	101	40.7	147	59.3
Personnel Associated with Local Branches, Newfoundland Teachers' Association	8	97	39.1	150	60.5
Supervising Principal	9	96	38.7	105	42.3
Personnel Associated with Central Office Newfoundland Teachers' Association	10.5	83	33.5	165	66.5

Table 7 (continued)

Supervisory Role	Rank	Number of Teachers Rating as Influential	Percent of Teachers Rating as Influential	Number of Teachers Rating as Non-Influential	Percent of Teachers Rating as Non-Influential
Consultant (Department of Education)	10.5	83	33.5	164	66.1
Chief Superintendent	12	78	31.5	170	68.5
Assistant District Superintendent	13	57	23.0	97	39.1
Assistant Chief Superintendent	14	47	19.0	201	81.0
Regional Superintendent	15	43	17.3	156	62.9

by 61 percent or 151 of the 248 teachers responding. 'Other teacher' ranked third with slightly more than 59 percent. Board supervisor (generalist) ranked fourth with 58 percent. Three other roles identified as influential by more than 40 percent of the teachers responding were those of board specialist, vice-principal, and personnel associated with the Faculty of Education at Memorial University. Five other roles, identified as influential by more than 30 percent of the teachers, were those of personnel associated with local branches of the Newfoundland Teachers' Association, supervising principal, personnel associated with the central office of the Newfoundland Teachers' Association, Department of Education consultant, and chief superintendent. The roles of assistant district superintendent, assistant chief superintendent, and regional superintendent were identified as influential by less than 25 percent of all the teachers responding.

The Perceived Influence of each Role
by Teachers for whom the Role Applied

Table 8 presents the relative influence of each role, that is the number of teachers who identified the role as influential as a percentage of the number of teachers for whom the role applied. As when ranks were based on all teachers responding, the six most influential roles were those of principal, board supervisor, district superintendent, other teacher, board specialist, and vice-principal. Again the principal's role was rated as the most influential. However,

Table 8

Rank Order of Relative Influence of Supervisory Roles by the
Number and Percent of Teachers to Whom the Role Applied

Supervisory Role	Rank on Relative Influence	Influential		Total Number of Cases Where Role Applies	Percent of Cases Where Role Applies
		Yes	No		
Principal	1	213	35	248	85.9
Board Supervisor	2	145	93	238	60.9 ^a
District Superintendent	3	151	97	248	60.9 ^b
Other Teacher	4	147	100	247	59.5
Board Specialist	5	111	93	204	54.4
Vice-Principal	6	108	112	220	49.1
Supervising Principal	7	96	105	201	47.8
Personnel Associated with Faculty of Education, Memorial University	8	101	147	248	40.7
Personnel Associated with Local branches of New- foundland Teachers' Association	9	97	150	247	39.3
Assistant District Superintendent	10	57	97	154	37.0

Table 8 (continued)

Supervisory Role	Rank on Relative Influence	Influential		Total Number of Cases Where Role Applies	Percent of Cases Where Role Applies
		Yes	No		
Consultant (Department of Education	11.5	83	164	247	33.6
Personnel Associated with Central Office, Newfoundland Teachers' Association	11.5	83	165	248	33.5
Chief Superintendent	13	78	170	248	31.5
Regional Superintendent	14	43	156	199	21.6
Assistant Chief Superintendent	15	47	201	248	19.0

^a60.92^b60.88

this time, the second most influential role was that of board supervisor rated as influential by 145 or 61 percent of the 238 teachers who found the role applicable.

Table 9
Comparison of Rank Orders of Influential
Supervisory Roles

Supervisory Role	Rank Order of Perceived Influence (N = 248)	Rank Order on Relative Influence
Principal	1	1
District Superintendent	2	3
Other Teacher	3	4
Board Supervisor	4	2
Board Specialist	5	5
Vice-Principal	6	6
Personnel Associated with Faculty of Education at Memorial University	7	8
Personnel Associated with Local Branches of Newfoundland Teachers' Association	8	9
Supervising Principal	9	7
Personnel Associated with Central Office, Newfoundland Teachers' Association	10.5	11.5
Consultant (Department of Education)	10.5	11.5
Chief Superintendent	12	13
Assistant District Superintendent	13	10
Assistant Chief Superintendent	14	15
Regional Superintendent	15	14

$$r_s = .95; p < .001$$

Although the rank order of supervisory roles in Tables 7 and 8 are not the same, the rank order of the 15 roles on relative influence did not differ significantly ($P < .001$) from the rank order of the roles when all teachers responding were considered (Table 9).

Hypothesis 1

It was hypothesized that as the physical distance between supervisor and teacher increases the perceived influence of supervisory roles decreases. A perusal of the rank orders of supervisory roles in Tables 7 and 8 clearly supports this hypothesis. It is pointed out that the roles at the school and district level dominate the top half of the ranks while roles at the Department of Education, professional organization and university dominate the bottom half of both rank orders. For further analysis to positively prove this hypothesis, a rank order of supervisory roles was chosen which hypothesized which roles were nearer to or further away from the classroom teacher (Table 10). When the rank order on relative influence was correlated with the hypothesized one, it was found that these rank orders did not differ significantly ($r_s = .87$; $p < .001$). The researcher, then, accepts the hypothesis that as the physical distance between the supervisor and teacher increases the perceived influence decreases.

Table 10

Correlation of an Hypothesized Rank Order
of Supervisory Roles with Rank
Order on Relative Influence

Supervisory Role	Hypothesized Rank	Rank on Relative Influence
Principal	1	1
Vice-Principal	2	6
Other Teacher	3	4
Supervising Principal	4	7
Board Supervisor	5	2
Board Specialist	6	5
District Superintendent	7	3
Assistant District Superintendent	8	10
Personnel Associated with Local Branches of Newfoundland Teachers' Association	9	9
Personnel Associated with Faculty of Education at Memorial University	10	8
Personnel Associated with Central Office, Newfoundland Teachers' Association	11	11.5
Regional Superintendent	12	14
Consultant (Department of Education)	13	11.5
Chief Superintendent	14	13
Assistant Chief Superintendent	15	15

$$r_s = .87; p < .001$$

The Relationships between School and Teacher
Variables and Teachers' Perceptions of
the Influence of each Role

Cross tabulations and chi-square coefficients were used to discover any relationships among size of town, population of area served by the school, type of board of education, grade or grades taught, size of school, teaching experience, academic and professional training and teachers' perceived influence of the 15 supervisory roles considered in this study. Table 11 gives, in a general way, the relationship between each school and teacher variable and teachers' perceived influence of each role. A more detailed description of significant relationships will be presented elsewhere in this section.

It is noted that all of the hypotheses connected with school and teacher variables and teachers' perceived influence of supervisory roles incorporate sub-hypotheses. Hypothesis 2, for example, could have been stated for each of the fifteen supervisory roles in turn. Since the researcher has chosen a more general way of stating such hypotheses, it is not likely that they will be proven or disproven in their entirety. This is expected as it is very unlikely that each school and teacher variable will be related to all supervisory roles considered. It is also noted that only tables showing significant relationships between teachers' perceptions and the selected variables will be discussed in this section.

Table 11

Chi-Square (χ^2) Coefficients for School and Teacher Variables
by the fifteen (15) Supervisory Roles Considered

Supervisory Role	School and Teacher Variables						
	Size of Town	Population of Area Served by School	Type of School Board	Grade or Grades Taught	Size of School	Teaching Experience	Academic and Professional Training
Principal	6.10	1.20	0.36	2.18	2.66	1.13	15.59 ^a
Vice-Principal	11.12 ^a	7.67	0.44	3.54	10.64 ^a	7.88	6.64
Other Teacher	3.48	3.26	3.54	6.78	3.51	1.77	16.87 ^a
District Superintendent	9.24	11.00 ^a	0.61	9.64 ^a	7.23	10.06 ^a	10.46
Assistant District Superintendent	10.54 ^a	8.96	1.93	1.73	3.65	5.86	5.66
Board Supervisor	7.81	13.36 ^a	0.04	8.44	12.99 ^a	3.47	18.89 ^a
Supervising Principal	18.40 ^a	3.92	1.94	9.67 ^a	9.45 ^a	1.67	16.99 ^a
Board Specialist	10.07 ^a	3.87	4.27	2.45	3.23	9.59 ^a	6.59
Chief Superintendent	2.45	4.14	2.48	2.92	6.88	2.86	8.06
Assistant Chief Superintendent	4.94	6.40	1.16	5.14	2.10	5.42	2.74

Table 11 (continued)

Supervisory Role	School and Teacher Variables						
	Size of Town	Population of Area Served by School	Type of School Board	Grade or Grades Taught	Size of School	Teaching Experience	Academic and Professional Training
Consultant (Department of Education)	0.25	5.08	2.94	11.93 ^a	1.87	5.50	6.57
Regional Superintendent	2.78	3.54	0.92	4.29	1.89	3.09	4.95
Personnel Associated with Local Branches of Newfoundland Teachers' Association	5.87	4.74	1.14	5.86	1.68	4.72	8.58
Personnel Associated with Central Office, Newfoundland Teachers' Association	2.35	8.10	0.11	4.51	1.98	8.82	4.52
Personnel Associated with Faculty of Education, Memorial University	1.66	0.77	0.85	2.39	1.41	2.75	9.61
Degrees of Freedom	4 df.	4 df.	2 df.	4 df.	3 df.	4 df.	6 df.

^aLevel of Significance $\leq .05$

Hypothesis 2

For each supervisory role it was hypothesized that size of town was significantly related to teachers' perceived influence. An analysis of the data showed that size of town was significantly related to the supervisory roles of vice-principal, assistant district superintendent, supervising principal and board specialist. No significant differences were found between the variable size of school and teachers' perceived influence of the other eleven supervisory roles.

Of the 220 teachers to whom the role applied, about half of them perceived the vice-principal as being influential. Teachers in very small towns (population less than 500) and in very large towns (population greater than 10,000) were less likely to indicate that the role of vice-principal affected their behavior than teachers in communities ranging in size from more than 500 to less than 10,000 (Table 12).

For the role of assistant district superintendent, only 154 teachers indicated that this role was applicable. Of these, only 57 or 37 percent perceived this role as being influential and 97 or 63 percent perceived the assistant district superintendent's role as being non-influential. The responses of teachers suggest that the role of assistant district superintendent would more likely be perceived as influencing the behavior of teachers in towns with a population of less than 500 and would less likely be perceived as influencing the behavior of those teaching in very large towns with a population greater than 10,000 (Table 13).

Table 12

Relationship Between Size of Town and Teachers' Perceived
Influence of the Role of Vice-Principal

Influential	Size of Town					Totals
	Less than 500	500- 999	1,000- 4,999	5,000- 10,000	More than 10,000	
Yes	12 42.9%	19 55.9%	37 55.2%	27 58.7%	13 28.9%	108 49.1%
No	16 57.1%	15 44.1%	30 44.8%	19 41.3%	32 71.1%	112 50.9%
Totals	28 12.7%	34 15.5%	67 30.5%	46 20.9%	45 20.5%	220 100%

$$\chi^2 = 11.117 \text{ (4 df.)}; p < .05$$

Table 13

Relationship Between Size of Town and Teachers'
Perceived Influence of the Role of
Assistant District Superintendent

Influential	Size of Town					Totals
	Less than 500	500- 999	1,000- 4,999	5,000- 10,000	More than 10,000	
Yes	11 57.9%	8 38.1%	18 40.0%	14 42.4%	6 16.7%	57 37.0%
No	8 42.1%	13 61.9%	27 60.0%	19 57.6%	30 83.3%	97 63.0%
Totals	19 12.3%	21 13.6%	45 29.2%	33 21.4%	36 23.4%	154 100%

$$\chi^2 = 10.543 \text{ (4 df.)}; p < .05$$

The role of supervising principal was rated as being influential by 96 or 47.8 percent of the total respondents. Teachers in communities with population ranging from 500 to 999 were more likely to perceive the supervising principal's role as influencing their behavior than any of the other groups of respondents. The respondents who were the least likely to perceive the supervising principal's role as being influential were those who teach in schools situated in towns which have a population of more than 10,000 (Table 14).

Table 14

Relationship Between Size of Town and Teachers'
Perceived Influence of the Role
of Supervising Principal

Influential	Size of Town					Totals
	Less than 500	500-999	1,000-4,999	5,000-10,000	More than 10,000	
Yes	15 46.9%	24 64.9%	30 52.6%	21 52.5%	6 17.1%	96 47.8%
No	17 53.1%	13 35.1%	27 47.4%	19 47.5%	29 82.9%	105 52.2%
Totals	32 15.9%	37 18.4%	57 28.4%	40 19.9%	35 17.4%	201 100%

$$\chi^2 = 18.401 \text{ (4 df.)}; p < .05$$

The role of board specialist was perceived to be influential by 111 or 54.4 percent of the 204 teachers to whom the role applied. Of the groups presented in Table 15, the highest percentage of teachers who perceive the board specialist's role

as being influential teach in towns with population ranging from 1,000 to 10,000. Teachers in very large towns (population greater than 10,000) were less likely to indicate that this role influenced their behavior (Table 15).

Table 15

Relationship Between Size of Town and Teachers'
Perceived Influence of the Role
of Board Specialist

Influential	Size of Town					Totals
	Less than 500	500-999	1,000-4,999	5,000-10,000	More than 10,000	
Yes	18 58.1%	14 46.7%	35 63.6%	28 63.6%	16 36.4%	111 54.4%
No	13 41.9%	16 53.3%	20 36.4%	16 36.4%	28 63.6%	93 45.6%
Totals	31 15.2%	30 14.7%	55 27.0%	44 21.6%	44 21.6%	204 100%

$$\chi^2 = 10.066 \text{ (4 df.)}; p < .05$$

Hypothesis 3

For each supervisory role it was hypothesized that the population of the area served by the school was significantly related to teachers' perceived influence. Of the fifteen (15) supervisory roles considered, the only roles significantly related to the population of area were those of district superintendent and board supervisor.

Of the 248 teachers to whom the role applied, 151 or 61 percent indicated that they perceived the role of district superintendent as being influential. It was found

that as the population of the area served by the school increased, the perceived influence of the district superintendent's role decreased (Table 16).

Table 16

Relationship Between Population of Area Served by the School and Teachers' Perceived Influence of the Role of District Superintendent

Influential	Population of Area					Totals
	Less than 500	500-999	1,000-4,999	5,000-10,000	More than 10,000	
Yes	16 80.0%	30 76.9%	52 59.1%	39 54.9%	14 46.7%	151 60.9%
No	4 20.0%	9 23.1%	36 40.9%	32 45.1%	16 53.3%	97 39.1%
Totals	20 8.1%	39 15.7%	88 35.5%	71 28.6%	30 12.1%	248 100%

$$\chi^2 = 11.003 \text{ (4 df.)}; p < .05$$

Table 17 shows that 145 or 61 percent of the 238 teachers who found the role applicable perceived the role of board supervisor as being influential. Their responses indicate that this role would more likely influence or affect the behavior of teachers in schools which serve a population of less than 500 and those in schools which serve a population of 500 to 999 than teachers in schools which serve a population of 1000 or more. Teachers in schools which serve a very large population (greater than 10,000) were less likely to perceive the board supervisor's role as one which affects their behavior within the school or classroom.

Table 17

Relationship Between Population of Area Served by
the School and Teachers' Perceived Influence
of the Role of Board Supervisor

Influential	Population of Area					Totals
	Less than 500	500- 999	1,000- 4,999	5,000- 10,000	More than 10,000	
Yes	15 83.3%	26 70.3%	49 57.6%	44 64.7%	11 36.7%	145 60.9%
No	3 16.7%	11 29.7%	36 42.4%	24 35.3%	19 63.3%	93 39.1%
Totals	18 7.6%	37 15.5%	85 35.7%	68 28.6%	30 12.6%	238 100%

$$\chi^2 = 13.361 (4 \text{ df.}); p < .01$$

Hypothesis 4

For each supervisory role it was hypothesized that the type of board of education and teachers' perceived influence were significantly related. The data, analyzed by chi-square and cross tabulations, showed that there were no significant relationships between the type of school board and teachers' perceptions of the influence of the fifteen supervisory roles considered in this study. This hypothesis, then, is rejected in its entirety.

Hypothesis 5

For each supervisory role it was hypothesized that grade or grades taught and teachers' perceived influence were

significantly related. The data analysis showed that the variable grade taught was significantly related to three of the fifteen roles considered. These three roles were: district superintendent, supervising principal, and the Department of Education consultant.

For the role of district superintendent, 151 or 61 percent of the 248 teachers who found the role applicable perceived this role as affecting their behavior in some way. The perceived influence of the district superintendent's role was very similar for teachers in kindergarten, grade one, two, and three. However, those who teach a combination of these grades (K - 3) perceived this role as being very influential when compared to any of the other four groups of respondents (Table 18).

Table 18

Relationship Between Grade Taught and Teachers'
Perceived Influence of the Role
of District Superintendent

Influential	Grade Taught					Totals
	K	1	2	3	K - 3	
Yes	24 57.1%	29 59.2%	35 57.4%	37 56.1%	26 86.7%	151 60.9%
No	18 42.9%	20 40.8%	26 42.6%	29 43.9%	4 13.3%	97 39.1%
Totals	42 16.9%	49 19.8%	61 24.6%	66 26.6%	30 12.1%	248 100%

$$\chi^2 = 9.640 \text{ (4 df.)}; p < .05$$

The role of supervising principal was perceived to be influential by slightly less than half of the teachers responding. The responses of the teachers indicate that the role of supervising principal would more likely be perceived as influencing or affecting the behavior of teachers in grades 1, 2 or those teaching a combination of K - 3 than teachers in Kindergarten and grade 3 (Table 19).

Table 19

Relationship Between Grade Taught and Teachers'
Perceived Influence of the Role
of Supervising Principal

Influential	Grade Taught					Totals
	K	1	2	3	K - 3	
Yes	13 35.1%	21 52.5%	29 58.0%	19 36.5%	14 63.6%	96 47.8%
No	24 64.9%	19 47.5%	21 42.0%	33 63.5%	8 36.4%	105 52.2%
Totals	37 18.4%	40 19.9%	50 24.9%	52 25.9%	22 10.9%	201 100%

$$\chi^2 = 9.672 \text{ (4 df.)}; p < .05$$

Of the 247 teachers who found the role of consultant applicable, approximately one-third of them rated the role as influential and consequently this role was rated a non-influential by the majority of the respondents. The responses of those who identified the role as influential indicate that Kindergarten, grade 1 and grade 3 teachers were more likely

to perceive the role of consultant as affecting their behavior than teachers in grade 2 or those teaching any combination of grades Kindergarten to three (Table 20).

Table 20

Relationship Between Grade Taught and Teachers'
Perceived Influence of the
Consultant's Role

Influential	Grade Taught					Totals
	K	1	2	3	K - 3	
Yes	16 38.1%	23 46.9%	14 23.0%	25 38.5%	5 16.7%	83 33.5%
No	26 61.9%	26 53.1%	47 77.0%	40 61.5%	25 83.3%	164 66.4%
Totals	42 17.0%	49 19.8%	61 24.7%	65 26.3%	30 12.1%	247 100%

$$\chi^2 = 11.932 \text{ (4 df.)}; p < .02$$

Hypothesis 6

It was hypothesized that size of school was significantly related to teachers' perceived influence of each supervisory role. When analyzed, using chi-square and cross tabulations, the data revealed that size of school was significantly related to teachers' perceptions of only 3 of the 15 supervisory roles considered. These three roles were: vice principal, board supervisor, and supervising principal.

For the role of vice-principal, when compared with

the other supervisory roles, about half (49 percent) of the teachers to whom the role applied perceived this role as affecting their behavior or work within the school and classroom. Table 21 shows that teachers in schools with 6 - 11, 12 - 18, and more than 18 teachers were more likely to indicate that they perceive the vice-principal's role as one which influences their behavior than teachers in schools which have from 2 - 5 teachers in them.

Table 21

Relationship Between Size of School and
Teachers' Perceived Influence of
the Role of Vice-Principal

Influential	Size of School				Totals
	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	More than 18 teachers	
Yes	8	52	23	25	108
	26.7%	59.1%	42.6%	52.1%	49.1%
No	22	36	31	23	112
	73.3%	40.9%	57.4%	47.9%	50.9%
Totals	30	88	54	48	220
	13.6%	40.0%	24.5%	21.8%	100%

$$\chi^2 = 10.641 (3 \text{ df.}); p < .02$$

Table 22 shows that there is a significant relationship between size of school and teachers' perceptions of the board supervisor's role. This table shows that 145 or 61 percent of the respondents perceived this role as affecting their behavior. The percentages given in Table 22 indicate

that the smaller the school the more likely were teachers to perceive the board supervisor's role as being influential.

Table 22

Relationship Between Size of School and
Teachers' Perceived Influence of the
Role of Board Supervisor

Influential	Size of School				Totals
	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	More than 18 teachers	
Yes	38	57	29	21	145
	79.2%	63.3%	54.7%	44.7%	60.9%
No	10	33	24	26	93
	20.8%	36.7%	45.3%	55.3%	39.1%
Totals	48	90	53	47	238
	20.2%	37.8%	22.3%	19.7%	100%

$$\chi^2 = 12.995 \text{ (3 df.)}; p < .01$$

The relationship between size of school and teachers' perceptions of the supervising principal's role is shown in Table 23. A total of 201 teachers indicated that the role was applicable to their system. However, less than half of these (48 percent) identified the role as being influential. The percentages for the groups indicate that as the size of the school decreases, the more likely are teachers to perceive the supervising principal's role as one which affects their teaching behavior.

Table 23

Relationship Between Size of School and Teachers'
Perceived Influence of the Role
of Supervising Principal

Influential	Size of School				Totals
	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	More than 18 teachers	
Yes	27 65.9%	38 48.7%	19 42.2%	12 32.4%	96 47.8%
No	14 34.1%	40 51.3%	26 57.8%	25 67.6%	105 52.2%
Totals	41 20.4%	78 38.8%	45 22.4%	37 18.4%	201 100%

$$\chi^2 = 9.4456 \text{ (3 df.)}; p < .05$$

Hypothesis 7

For each supervisory role it was hypothesized that teaching experience and teachers' perceived influence were significantly related. However, the data analysis showed that of the 15 roles considered in this study, only two were significantly related to teaching experience. The two roles were: district superintendent and board specialist.

For the role of district superintendent, 151 or 61 percent of the 248 teachers who found this role applicable perceived this role as being influential. Teachers' responses, as shown in Table 24, suggest that the more teaching experience teachers have the more likely they were to perceive the role of district superintendent as affecting their behavior in the school or classroom.

Table 24

Relationship Between Teaching Experience and
Teachers' Perceived Influence of the
Role of District Superintendent

Influential	Length of Teaching Experience					Totals
	Less than 1 year	1 - 3 years	4 - 10 years	11 - 20 years	More than 20 years	
Yes	14 46.7%	32 52.5%	63 65.6%	28 62.2%	14 87.5%	151 60.9%
No	16 53.3%	29 47.5%	33 34.4%	17 37.8%	2 12.5%	97 39.1%
Totals	30 12.1%	61 24.6%	96 38.7%	45 18.1%	16 6.5%	248 100%

$$\chi^2 = 10.063 \text{ (4 df.)}; p < .05$$

Table 25 shows that of the 204 teachers who found the role of board specialist applicable, a total of 111 or 54.4 percent perceived this role as one which affects their behavior in some way. The remaining 93 teachers indicated that this role did not influence their behavior as a teacher. The responses of those who perceived the role of board specialist as being influential indicate that teachers in all groups (Table 25), except those with less than 1 year teaching experience, were more likely to perceive this role as one which affects their teaching behavior. Teachers with less than 1 year experience were less likely to perceive the board specialist's role as influencing their work within the school or classroom.

Table 25

Relationship Between Teaching Experience and
Teachers' Perceived Influence of the
Role of Board Specialist

Influential	Length of Teaching Experience					Totals
	Less than 1 year	1 - 3 years	4 - 10 years	11 - 20 years	More than 20 years	
Yes	6 25.0%	28 59.6%	46 58.2%	22 56.4%	9 60.0%	111 54.4%
No	18 75.0%	19 40.4%	33 41.8%	17 43.6%	6 40.0%	93 45.6%
Totals	24 11.8%	47 23.0%	79 38.7%	39 19.1%	15 7.4%	204 100%

$$\chi^2 = 9.590 \text{ (4 df.)}; p < .05$$

Hypothesis 8

It was hypothesized that the length of academic and professional training and teachers' perceived influence of each supervisory role were significantly related. An analysis of the data showed that four of the fifteen roles were significantly related to this variable. These four roles were: principal, 'other teacher', board supervisor, and supervising principal.

In Table 26 it can be seen that 213 or 86 percent of the teachers to whom the principal's role applied perceived that role as one which influences their teaching behavior. It was found that teachers who have no formal training and those with less than four years of training were more likely to indicate that the principal's role affected their behavior.

Teachers with more than four years of academic and professional training were less likely to perceive this role as affecting their teaching behavior.

Table 26

Relationship Between Academic and Professional Training and Teachers' Perceived Influence of the Role of Principal

Influential	Length of Training							Totals
	None	Less than 1 year	1 year	2 years	3 years	4 years	More than 4 years	
Yes	7 87.5%	8 88.9%	70 88.6%	52 86.7%	37 84.1%	31 93.9%	8 53.3%	213 85.9%
No	1 12.5%	1 11.1%	9 11.4%	8 13.3%	7 15.9%	2 6.1%	7 46.7%	35 14.1%
Totals	8 3.2%	9 3.6%	79 31.9%	60 24.2%	44 17.7%	33 13.3%	15 6.0%	248 100%

$$\chi^2 = 15.593 \text{ (6 df.)}; p < .02$$

For the role of 'other teacher', 147 or 60 percent of the teachers to whom the role applied perceived this role as being influential. As shown in Table 27, the responses of teachers with 2, 3, 4, and more than 4 years of formal training indicate that the role of 'other teacher' is more likely to be perceived as influencing their behavior than the behavior of teachers with less than 2 years of academic and professional preparation. The responses of teachers with no training suggest that they were less likely to perceive the role of 'other teacher'

as affecting their behavior in the school or classroom.

Table 27

Relationship Between Academic and Professional
Training and Teachers' Perceived Influence
of the Role of 'Other Teacher'

Influential	Length of Training							Totals
	None	Less than 1 year	1 year	2 years	3 years	4 years	More than 4 years	
Yes	1 12.5%	5 55.6%	39 49.4%	39 65.0%	29 65.9%	25 78.1%	9 60.0%	147 59.5%
No	7 87.5%	4 44.4%	40 50.6%	21 35.0%	15 34.1%	7 21.9%	6 40.0%	100 40.5%
Totals	8 3.2%	0 3.6%	79 32.0%	60 24.3%	44 17.8%	32 13.0%	15 6.1%	247 100%

$$\chi^2 = 16.870 \text{ (6 df.)}; p < .01$$

For the role of board supervisor, more teachers (61 percent) identified this role as being influential than non-influential. The responses of teachers who found the role applicable indicate that those with no training and those with up to and including 3 years of academic and professional preparation were more likely to perceive the board supervisor's role as influencing their behavior with regard to the content, processes and outcomes of their work in the school or classroom. The responses of teachers who have 4 or more years of formal training were less likely to perceive this role as affecting their teaching behavior (Table 28).

Table 28

Relationship Between Academic and Professional
Training and Teachers' Perceived Influence
of the Role of Board Supervisor

Influential	Length of Training							Totals
	None	Less than 1 year	1 year	2 years	3 years	4 years	More than 4 years	
Yes	4 66.7%	6 66.7%	54 74.0%	38 64.4%	26 60.5%	12 36.4%	5 33.3%	145 60.9%
No	2 33.3%	3 33.3%	19 26.0%	21 35.6%	17 39.5%	21 63.6%	10 66.7%	93 39.1%
Totals	6 2.5%	9 3.8%	73 30.7%	59 24.8%	43 18.1%	33 13.9%	15 6.3%	238 100%

$$\chi^2 = 18.891 \text{ (6 df.)}; p < .01$$

The final role to which academic and professional training and teachers' perceptions were significantly related is that of supervising principal. Teachers' responses, as shown in Table 29, indicate that as the length of academic and professional preparation increases, teachers perceived influence of the role of supervising principal decreases. Consequently, it can be said that of the seven groups investigated, teachers with no academic or professional training were more likely to perceive the role of supervising principal as affecting their behavior than teachers in any of the other six groups. Teachers with more than 4 years training were less likely to perceive this role as influencing their teaching behavior.

Table 29

Relationship Between Academic and Professional
Training and Teachers' Perceived Influence
of the Role of Supervising Principal

Influential	Length of Training							Totals
	None	Less than 1 year	1 year	2 years	3 years	4 years	More than 4 years	
Yes	7 87.5%	7 77.8%	34 56.7%	21 42.0%	16 45.7%	8 29.6%	3 25.0%	96 47.8%
No	1 12.5%	2 22.2%	26 43.3%	29 58.0%	19 54.3%	19 70.4%	9 75.0%	105 52.2%
Totals	8 4.0%	9 4.5%	60 29.9%	50 24.9%	35 17.4%	27 13.4%	12 6.0%	201 100%

$$\chi^2 = 16.994 \text{ (6 df.)}; p < .02$$

SUMMARY

This chapter analyzed primary teachers' perceived influence of fifteen possible supervisory roles which exist in the schools, school districts, Department of Education, and the Newfoundland Teachers' Association and Memorial University. The hypotheses connected with the perceived influence of these roles were investigated and many of the findings are summarized in this section of the chapter.

Of the fifteen supervisory roles considered, the roles perceived by primary teachers as most often affecting their behavior with respect to the content, processes and outcomes of their work in the school or classroom were: principal,

board supervisor, district superintendent, 'other teacher', board specialist, and vice-principal. Of these six, the principal's role was most often identified as being influential. The remaining nine roles were perceived as being influential by less than 50 percent of the teachers to whom the role applied.

The analysis of the data supported the hypothesis that teachers' perceived influence of supervisory roles decreases as the physical distance between teachers and supervisor increases. In other words, the more contact personnel within any supervisory role have with teachers, the more likely were teachers to perceive that role as influencing their teaching behavior. Untrained teachers and those with up to 4 years of academic and professional preparation were most likely to perceive the principal as influencing their behavior. Teachers in small school systems (serving area with population less than 500), in small schools (2 - 5 teachers), with 1 year training beyond high school graduation were most likely to perceive the board supervisor's role as affecting their behavior. The role of district superintendent was perceived as being most influential by teachers in small school systems (serving population of less than 500), teaching a combination of Kindergarten to grade three, with more than 20 years teaching experience. The role of 'other teacher' was perceived as being most influential by teachers who have 4 years of academic and professional training. Teachers in medium size schools (6 - 11 teachers), in large towns (population 5,000 - 10,000) perceived the vice-principal's

role as one which is most likely to influence their work within the school or classroom.

The other nine supervisory roles were perceived as being influential by less than 50 percent of those responding. Size of town was significantly related to teachers' perceived influence of the assistant district superintendent's role. The variables, size of town, grade taught, size of school, and length of training was significantly related to the perceived influence of the consultant's role (Department of Education). No school and teacher variables were related to the following roles: chief superintendent, assistant chief superintendent, regional superintendent, personnel associated with local branches or the central office of the Newfoundland Teachers' Association, and personnel associated with the Faculty of Education at Memorial University.

Chapter 5 analyzes the effectiveness of each role which teachers perceive as helping them improve their work within the school or classroom.

Chapter 5

ANALYSIS 2: EFFECTIVENESS OF SUPERVISORY ROLES

Besides determining what supervisory roles teachers perceived as influencing their behavior, this study was also designed to examine teachers' perceptions of the effectiveness of each role. For the purpose of this study, an effective supervisory role had been defined as one that influences the teacher in such a way that it serves to improve the teacher's behavior with respect to the content, processes and outcome of his/her work in the school or classroom. For each role they perceived as being influential (answered YES on the questionnaire), teachers were asked to rate that role on effectiveness using a scale ranging from 4 -- very effective to 1 -- ineffective. After carefully considering all the influential supervisory roles which they had rated on effectiveness, teachers were asked to identify the most effective and the least effective role.

This chapter is divided into two major parts:

- 1) The most effective supervisory roles are identified from teachers' rating of each role. This was done in a number of ways: firstly, a mean effectiveness score was computed for each supervisory role by dividing the total effectiveness score (sum of individual teacher scores) by the total number of teachers responding.

These mean scores present a general overall picture of the effectiveness of each role throughout the Province. Secondly, a mean effectiveness score was found for each role by dividing the total effectiveness score by the number of teachers who found the role applicable. Thirdly, a mean effectiveness score was calculated for each role for only those teachers who rated the role as influential. Fourthly, teachers' selections of the most effective and the least effective roles were analyzed to find out if these selections were consistent with their prior ratings of the supervisory roles. Fifthly, the mean effectiveness scores of teachers for whom the role applied is analyzed to discover if there is any relationship between teachers' perceived effectiveness of each role and the following school and teacher variables: size of town, population of area served by the school, type of school board, grade taught, size of school, length of teaching experience, and length of academic and professional preparation.

- 2) The rank order of influential supervisory roles are correlated with the rank order of effective roles in two ways: (a) using the total number of respondents; and (b) using the respondents who found the role applicable.

PERCEIVED EFFECTIVENESS OF SUPERVISORY ROLES

The Perceived Effectiveness of each Role
by all Teachers Responding

The mean effectiveness score for each role was found by dividing the total effectiveness score for each role by the total number of respondents (Table 30). This table presents an overall view of the effectiveness of supervisory roles throughout the educational systems of Newfoundland and Labrador. As was the case when the supervisory roles were ranked on influence, the principal's role ranked highest (mean score of 2.50). The six roles, other than principal, which obtained a mean score of greater than 1 were: 'other teacher', district superintendent, board supervisor, board specialist, vice-principal, and supervising principal. The other 8 supervisory roles were given mean scores ranging from 1 to .44.

The Perceived Effectiveness of each Role by
Teachers who found the Role Applicable

The mean effectiveness scores for each role, computed by dividing the total effectiveness score by the number of teachers who found the role applicable is presented in Table 31. The rank order of roles based on this effectiveness mean is very similar to the rank order based on the mean for all teachers responding. A comparison of these two rank orders shows that the rank position of the first 9 roles did not change. About half of the mean scores remained the same while the other half generally increased. Consequently the rank order of the mean effectiveness for all teachers responding correlated

Table 30

Total and Mean Effectiveness Scores for each
Supervisory Role by Total Teachers
(N = 248)

Supervisory Role	Rank	Total Effectiveness Score	Mean Effectiveness Score
Principal	1	619	2.50
Other Teacher	2	411	1.66
District Superintendent	3	408	1.65
Board Supervisor	4	384	1.40
Board Specialist	5	292	1.18
Vice-Principal	6	287	1.16
Supervising Principal	7	252	1.02
Personnel Associated with Faculty of Education, Memorial University	8	248	1.00
Personnel Associated with Local Branches of Newfoundland Teachers' Association	9	234	.94
Consultant (Department of Education)	10	226	.91
Chief Superintendent	11	201	.81
Personnel Associated with Central Office, Newfoundland Teachers' Association	12	197	.79
Assistant District Superintendent	13	146	.59
Assistant Chief Superintendent	14.5	109	.44
Regional Superintendent	14.5	109	.44

Table 31

Total and Mean Effectiveness Scores for each
Supervisory Role by Teachers to
whom the Role Applied

Supervisory Role	Rank	Total Effectiveness Score	Number of Teachers for whom the Role Applied	Mean Effectiveness Score
Principal	1	619	248	2.50
Other Teacher	2	411	247	1.66
District Superintendent	3	408	248	1.65
Board Supervisor	4	384	238	1.61
Board Specialist	5	292	204	1.43
Vice-Principal	6	287	220	1.30
Supervising Principal	7	252	201	1.25
Personnel Associated with Faculty of Education, Memorial University	8	248	248	1.00
Personnel Associated with Local Branches of Newfoundland Teachers' Association	9.5	234	247	.95
Assistant District Superintendent	9.5	146	154	.95
Consultant (Department of Education)	11	226	247	.91
Chief Superintendent	12	201	248	.81
Personnel Associated with Central Office, Newfoundland Teachers' Association	13	197	248	.79
Regional Superintendent	14	109	199	.55
Assistant Chief Superintendent	15	109	248	.44

very high ($r_s = .99$; $p < .001$) with the mean effectiveness scores of teachers to whom the role applied. Again the principal ranked first with mean effectiveness scores similarly ranging from 2.50 for the principal's role to .44 for the role of assistant chief superintendent.

The Perceived Effectiveness of Each Role by
the Number of Teachers who Identified the
Role as Influential

The effectiveness score for each supervisory role was also computed by taking into account only the number of teachers who identified the role as influential (Table 32). The mean effectiveness scores, ranging from 2.91 to 2.32, indicate that teachers who perceived the roles as being influential rated them (roles) high on effectiveness. Again the principal's role was rated as the most effective. For all the other roles, the mean scores greatly increased and consequently put the mean effectiveness scores into a new perspective. The mean effectiveness score, for example, for the role of principal was 2.91 based on the rating of 213 or 85.9 percent of all the teachers responding as compared to the mean effectiveness score of 2.78 for the role of chief superintendent (Department of Education) based on the ratings of only 78 teachers or 31.5 percent of all the teachers responding. It appears, then, that in order to place the mean scores in its proper perspective, the number of teachers rating the role has to be considered (Table 33).

Table 32

Mean Effectiveness Scores and Ranks of Supervisory
Roles by Teachers Identifying the
Role as Influential

Supervisory Role	Rank on Mean of Effect- iveness where Role Influential	Total Effect- iveness Score	Number of Teachers Rating as Influential	Mean Effect- iveness Score where Role Applied
Principal	1	619	213	2.91
Other Teacher	2	411	147	2.80
Chief Superintendent	3	201	78	2.78
Consultant (Depart- ment of Education)	4	226	83	2.72
District Superintendent	5	408	151	2.70
Vice-Principal	6	287	108	2.66
Board Supervisor	7	384	145	2.65
Board Specialist	8	292	111	2.63
Supervising Principal	9	252	96	2.62
Assistant District Superintendent	10	146	57	2.56
Regional Superintendent	11	109	43	2.53
Personnel Associated with Faculty of Education, Memorial University	12	248	101	2.46
Personnel Associated with Local Branches of Newfoundland Teachers' Association	13	234	97	2.41
Personnel Associated with Central Office, Newfoundland Teachers' Association	14	197	83	2.37
Assistant Chief Superintendent	15	109	47	2.32

Table 33

Number and Percentage of Teachers Rating
Roles on Effectiveness

Supervisory Role	Number of Respondents Rating Role on Effectiveness	Percent of Respondents Rating Role on Effectiveness
Principal	213	85.9
District Superintendent	151	60.9
Other Teacher	147	59.2
Board Supervisor	145	58.4
Board Specialist	111	44.7
Vice-Principal	108	43.5
Personnel Associated with Faculty of Education, Memorial University	101	40.7
Personnel Associated with Local Branches of Newfoundland Teachers' Association	97	39.3
Supervising Principal	96	38.7
Consultant (Department of Education)	83	33.5
Personnel Associated with Central Office, Newfound- land Teachers' Association	83	33.5
Chief Superintendent	78	31.5
Assistant District Superintendent	57	22.9
Assistant Chief Superintendent	47	19.0
Regional Superintendent	43	17.3

Although the rank order of supervisory roles in Table 32 appears to be somewhat different from the rank order of the same roles in Tables 30 and 31, the rank order of roles obtained by dividing the total effectiveness score by the number of teachers who identified the role as influential was not substantially different from either the rank order of roles computed using all teachers responding ($r_s = .67$; $p < .01$) or the rank order of roles computed using the teachers to whom the role applied ($r_s = .65$; $p < .01$).

Teachers' Selections of the Most Effective
and the Least Effective Supervisory Roles

Each teacher in the sample had been asked to select, from the list of supervisory roles which he/she rated on effectiveness, the following: (1) the role which he/she perceived to be the most effective; and (2) the role which he/she perceived to be the least effective. Out of 248 returns, 218 teachers identified a most effective role and 164 identified a least effective role. Teachers' selections of each role are presented in Tables 34 and 35.

Table 34 shows that the first 7 roles which teachers most often rated as influential and rated highest on effectiveness (see Table 8 and 30) were again selected by teachers as the most effective roles. Teachers were very clear about their choice of the most effective roles. Of those responding to this question, 97.6 percent or 211 selected the principal, vice-principal, 'other teacher' district superintendent, assistant district superintendent, board

supervisor, supervising principal, and board specialist (all of which are roles within the school or district) as the most effective roles. Of these, nearly 50 percent identified the principal as the most effective supervisory role.

Table 35 summarizes teachers' selections of the least effective supervisory roles. It can be seen that, in this selection, teachers varied widely in their choice. It is noted that although many of the roles which were selected as the most effective were likewise selected as the least effective, the roles nearest the teacher were selected as least effective by a small percentage of those responding. It is noted in Table 35, for example, that only 9 teachers or 3.6 of those responding identified the principal's role as the least effective. This time all 15 supervisory roles were selected at least once, whereas in the selection of the most effective roles 11 of the 15 roles were identified.

Hypothesis 9

It was hypothesized that the perceived effectiveness of supervisory roles decreases as the physical distance between the supervisor and teacher increases. The information given in Tables 30 and 31, plus teachers' selections of the most effective roles (Table 34) clearly supports this hypothesis. It is noted that supervisory roles at the school and district level dominate the top half of the rank order of roles in Tables 30 and 31, while the roles at the Department of Education, Newfoundland Teachers' Association

Table 34

Teachers' Selections of the Most Effective Supervisory
Roles by Number and Percent of Teachers who
Identified the Role as Most Effective

Most Effective Role	Rank	Number of Teachers Identifying the Role as the Most Effective	Percent of Teachers Identifying the Role as the Most Effective
Principal	1	118	47.6
Board Supervisor	2	30	12.1
District Superintendent	3	19	7.7
Other Teacher	4	17	6.9
Supervising Principal	5	12	4.8
Vice-Principal	6	7	2.8
Board Specialist	7	6	2.4
Assistant District Superintendent	8.5	3	1.2
Chief Superintendent	8.5	3	1.2
Consultant (Department of Education)	10	2	0.8
Personnel Associated with Faculty of Education, Memorial University	11	1	0.4

Table 35

Teachers' Selections of the Least Effective Supervisory
Roles by the Number and Percent of Teachers
Identifying each Role as Least Effective

Least Effective Role	Rank	Number of Teachers Identifying the Role as the least Effective	Percent of Teachers Identifying the Role as the least Effective
Board Supervisor	1.5	26	10.5
District Superintendent	1.5	26	10.5
Supervising Principal	3	21	8.5
Vice-Principal	4.5	14	5.6
Board Specialist	4.5	14	5.6
Personnel Associated with Local Branches of Newfoundland Teachers' Association	6	12	4.8
Personnel Associated with Faculty of Education, Memorial University	7	11	4.4
Principal	8	9	3.6
Consultant (Department of Education)	9.5	8	3.2
Personnel Associated with Central Office, Newfoundland Teachers' Association	9.5	8	3.2
Regional Superintendent	11	7	2.8
Assistant Chief Superintendent	12.5	3	1.2
Other Teacher	12.5	3	1.2
Chief Superintendent	14	1	0.4
Assistant District Superintendent	15	1	0.4

Table 36

Correlation of an Hypothesized Rank Order of Supervisory
Roles with Rank Order on Relative Effectiveness

Supervisory Role	Hypothesized Rank	Rank Order on Relative Effectiveness
Principal	1	1
Vice-Principal	2	6
Other Teacher	3	2
Supervising Principal	4	7
Board Supervisor	5	4
Board Specialist	6	5
District Superintendent	7	3
Assistant District Superintendent	8	9.5
Personnel Associated with Local Branches of Newfoundland Teachers' Association	9	9.5
Personnel Associated with Faculty of Education, Memorial University	10	8
Personnel Associated with Central Office, Newfoundland Teachers' Association	11	13
Regional Superintendent	12	14
Consultant (Department of Education)	13	11
Chief Superintendent	14	12
Assistant Chief Superintendent	15	15

$$r_s = .88; p < .001$$

and Memorial University take up the bottom half. In addition, the hypothesized rank order of supervisory roles correlated highly ($r_s = .88$; $p < .001$) with the rank order of roles by teachers to whom the role applied (Table 36). The researcher, then, accepts the hypothesis that the perceived effectiveness of supervisory roles decreases as the physical distance between supervisor and teachers increases.

Analysis of Mean Effectiveness Scores for
each of the Fifteen Supervisory Roles by
Selected School and Teacher Variables

The purpose of this analysis was to determine any relationships between school and teacher variables and teachers' perceived effectiveness of each of the 15 supervisory roles considered in this study. The school and teacher variables analyzed were: size of town, population of area served by school, type of school board, grade taught, size of school, teaching experience, and academic and professional preparation.

The mean effectiveness score was found by dividing the total effectiveness score for each role by the number of teachers to whom the role applied. The differences between and among groups on mean effectiveness scores were tested for significant relationships by means of the analysis of variance and the Scheffe multiple comparison of means tests. The differences between and among groups, identified by the analysis of variance test are considered significant at the .05 level or less. However, because of the rigorousness of

the Scheffe test a less rigorous significance level, namely the .10 instead of the .05 level, was used.¹ There are occasions throughout this part of the analysis where the analysis of variance test showed a significant relationship among the groups of mean scores but further analysis with the Scheffe multiple comparison of means failed to reveal any significant relationships between pairs of groups. This is not considered unusual because, according to Ferguson, the analysis of variance deals with an average mean but the Scheffe involves a series of t-tests between all possible pairs of means and at the same time takes the cell frequencies in to consideration.²

As in the investigation of the influential supervisory roles, the hypotheses connected with the selected school and teacher variables and teachers' perceived effectiveness of these roles incorporate sub-hypotheses. Because these hypotheses have been stated in a general way, it is not expected that many, if any, of them will be proven or disproven in their entirety. In other words, it is not expected that each of the selected school and teacher variables will be significantly related to all of the roles considered in this study.

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1959, p. 297.

²*Ibid.*, pp. 294-297.

Hypothesis 10

For each supervisory role it was hypothesized that size of town and teachers' perceived effectiveness were significantly related. The data analysis showed that the variable, size of town in which school is located, was significantly related to teachers' perceived effectiveness of the roles of supervising principal and board specialist (Table 37).

For teachers' perceived effectiveness of the supervising principal's role, the analysis of variance test showed differences among the 5 groups of mean scores (significant at the .009 level). The Scheffe multiple comparison of means test showed that the significant difference was mainly accounted for between the perceived effectiveness of teachers in towns with population 500 - 999 and those in towns with population greater than 10,000 (Table 38). Consequently, teachers in towns with a population of more than 10,000 perceive the supervising principal's role as being the least effective and teachers in towns with population ranging from 500 - 999 perceive this role as being the most effective.

The analysis of variance showed differences among the five groups of mean scores, significant at the .05 level, for teachers' perceived effectiveness of board specialist (Table 37). The Scheffe test showed that the significant difference was mainly due to the perceived effectiveness of teachers in towns with population less than 500 and that of teachers in towns with population ranging from 500 to 999

Table 37

Mean Effectiveness Scores of Teachers who found the
Role Applicable by Size of Town

Supervisory Role	Size of Town					F	P
	< 500	500- 999	1000- 4999	5000- 10,000	> 10,000		
Principal	2.26	2.64	2.57	2.49	2.44	0.56	NS
Vice-Principal	1.32	1.35	1.42	1.63	0.76	2.29	NS
Other Teacher	1.55	1.60	1.80	1.46	1.82	0.54	NS
District Superintendent	2.08	1.98	1.54	1.45	1.31	2.25	NS
Assistant District Superintendent	1.42	0.95	1.13	0.88	0.53	1.73	NS
Board Supervisor	1.97	2.02	1.48	1.59	1.29	2.00	NS
Supervising Principal	1.19	1.76	1.37	1.30	0.54	3.50	.009
Board Specialist	0.97	2.03	1.22	1.55	1.50	2.46	.05
Chief Superintendent	0.82	1.16	0.80	0.61	0.69	1.18	NS
Assistant Chief Superintendent	0.33	0.47	0.60	0.43	0.27	0.97	NS
Consultant (Department of Education)	1.00	0.98	0.83	1.02	0.80	0.27	NS
Regional Superintendent	0.52	0.71	0.59	0.59	0.33	0.56	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	0.82	1.16	1.07	0.81	0.80	0.80	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.69	0.93	0.86	0.78	0.67	0.38	NS
Personnel Associated with Faculty of Education, Memorial University	0.87	0.98	0.96	1.07	1.13	0.25	NS

α .05

Table 38

Probability Matrix for the Scheffe Multiple Comparison
of Means of Supervising Principal's Role
by Size of Town

Size of Town	Less than 500	500- 999	1000- 4999	5000- 10,000	More than 10,000
Less than 500	1.00	0.60	0.99	0.99	0.48
500 - 999		1.00	0.79	0.73	0.01 ^a
1000 - 4999			1.00	0.99	0.12
5000 - 10,000				1.00	0.26
More than 10,000					1.00

^asignificant probability

Table 39

Probability Matrix for the Scheffe Multiple Comparison
of Means of Board Specialist's Role
by Size of Town

Size of Town	Less than 500	500- 999	1000- 4999	5000- 10,000	More than 10,000
Less than 500	1.00	0.09 ^a	0.96	0.58	0.66
500 - 999		1.00	0.20	0.73	0.66
1000 - 4999			1.00	0.87	0.92
5000 - 10,000				1.00	0.99
More than 10,000					1.00

^asignificant probability

(Table 39). Teachers in small communities (population 500 or less) perceived the board specialist's role to be the least effective when compared to the mean scores in each of the other four groups.

Hypothesis 11

It was hypothesized that for each supervisory role the population of the area served by the school and teachers' perceived effectiveness were significantly related. It was found that this variable was significantly related to teachers' perceived effectiveness of the roles of district superintendent, assistant district superintendent, and board supervisor (Table 40).

The analysis of variance test showed a significant difference ($p = .01$) among the five groups of mean scores for the teachers' perceived effectiveness of the district superintendent's role. The mean scores for this role in Table 40 seem to indicate that the significant difference is accounted for between the first group (population less than 500) and the last group of mean scores (population greater than 10,000). However, further analysis using the Scheffe multiple comparison of means test, indicates that the greatest difference is accounted for between teachers' perceptions in areas with population of 500 - 999 and those of teachers in very large areas which serve a population of greater than 10,000 (Table 41). Nevertheless, it appears that teachers' perceived effectiveness of the district superintendent's role tend to decrease

Table 40

Mean Effectiveness Scores of Teachers who found the
Role Applicable by Total Population of
the Area Served by School

Supervisory Role	Population of Area					F	P
	< 500	500- 999	1000- 4999	5000- 10,000	> 10,000		
Principal	2.35	2.65	2.44	2.54	2.50	0.20	NS
Vice-Principal	0.70	1.20	1.45	1.20	1.43	0.79	NS
Other Teacher	1.68	1.49	1.84	1.46	1.83	0.84	NS
District Superintendent	2.20	2.18	1.64	1.44	1.10	3.37	.01
Assistant District Superintendent	1.33	1.22	1.18	0.86	0.22	2.64	.04
Board Supervisor	2.72	1.92	1.51	1.60	1.07	4.16	.003
Supervising Principal	1.56	1.36	1.29	1.22	0.88	0.66	NS
Board Specialist	0.64	1.10	1.51	1.69	1.29	1.79	NS
Chief Superintendent	1.00	1.03	0.86	0.79	0.30	1.59	NS
Assistant Chief Superintendent	0.45	0.41	0.53	0.51	0.03	1.65	NS
Consultant (Depart- ment of Education)	0.95	1.03	0.86	1.12	0.40	1.54	NS
Regional Superintendent	0.86	0.54	0.56	0.58	0.31	0.61	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	0.80	1.26	1.02	0.87	0.60	1.26	NS
Personnel Associated with Central Office of Newfoundland Teachers' Association	0.35	1.08	0.92	0.73	0.50	1.93	NS
Personnel Associated with Faculty of Education, Memorial University	0.90	1.03	0.97	1.04	1.03	0.07	NS

as the population of the area served by the school increases.

Table 41

Probability Matrix for the Scheffe Multiple Comparison
of Means of District Superintendent's Role by
Population of Area Served by School

Population of Area	Less than 500	500- 999	1000- 4999	5000- 10,000	More than 10,000
Less than 500	1.00	1.00	0.67	0.38	0.16
500 - 999		1.00	0.45	0.18	0.06 ^a
1000 - 4999			1.00	0.95	0.56
5000 - 10,000				1.00	0.89
More than 10,000					1.00

^asignificant probability

For the role of assistant district superintendent, the analysis of variance test showed a significant difference ($p = .04$) among the five groups of mean scores for teachers' perceived effectiveness. The scheffe test (Table 42) indicates that the significant difference was mainly due to the perceptions of teachers in areas with population 1000 - 4999 and those of teachers in areas with population greater than 10,000. According to the mean effectiveness scores presented for this role in Table 40, it can be said that teachers' perceived effectiveness of the assistant district superintendent's role tend to decrease as the population of the area served by the school increases.

Table 42

Probability Matrix for the Scheffe Multiple Comparison
of Means of Assistant District Superintendent's
Role by Population of Area Served by School

Population of Area	Less than 500	500- 999	1000- 4999	5000- 10,000	More than 10,000
Less than 500	1.00	1.00	1.00	0.91	0.33
500 - 999		1.00	1.00	0.91	0.22
1000 - 4999			1.00	0.81	0.08 ^a
5000 - 10,000				1.00	0.45
More than 10,000					1.00

^asignificant probability

Among the five groups of means scores for teachers' perceived effectiveness of the board supervisor's role, the analysis of variance showed a significant difference of .003. Further investigation, using the Scheffe multiple comparison of means, showed that the greatest difference was accounted for between teachers' perception in small areas (serving a population of less than 500) and those of teachers in areas serving a population of 5000 or greater (Table 43). Nevertheless, from the information provided in Table 40 and Table 43, it seems that as the population of the area served by the school increases, teachers perceived effectiveness of the board supervisor's role tend to decrease.

Table 43

Probability Matrix for the Scheffe Multiple Comparison
of Means of Board Supervisor's Role by
Population of Area Served by School

Population of Area	Less than 500	500- 999	1000- 4999	5000- 10,000	More than 10,000
Less than 500	1.00	0.45	0.38	0.08 ^a	0.01 ^a
500 - 999		1.00	0.72	0.89	0.23
1000 - 4999			1.00	0.99	0.73
5000 - 10,000				1.00	0.59
More than 10,000					1.00

^asignificant probabilities

Hypothesis 12

For each supervisory role it was hypothesized that the type of board of education and teachers' perceived effectiveness were significantly related. An analysis of the data revealed that the variable, type of school board, was not significantly related to teachers' perceived effectiveness of supervisory roles except for the role of district superintendent (Table 44).

For the role of district superintendent, the analysis of variance test showed a significant difference ($p = .03$) among the three groups of mean scores for teachers' perceived effectiveness (Table 44). Although a significant difference of .03 was found among the mean scores of the three types of school boards, the Scheffe test did not point out which groups accounted for this difference. However, from the information

Table 44

Mean Effectiveness Scores of Teachers who found the Role
Applicable by Type of Board of Education

Supervisory Role	Type of School Board			F	P
	Integrated	Roman Catholic	Others		
Principal	2.43	2.60	2.47	0.47	NS
Vice-Principal	1.33	1.24	1.47	0.17	NS
Other Teacher	1.86	1.48	1.16	2.96	NS
District Superintendent	1.86	1.43	1.11	3.57	.03
Assistant District Superintendent	1.02	0.89	0.56	0.56	NS
Board Supervisor	1.60	1.67	1.68	0.08	NS
Supervising Principal	1.29	1.09	1.65	1.09	NS
Board Specialist	1.51	1.33	1.40	0.38	NS
Chief Superintendent	0.74	0.80	1.36	1.97	NS
Assistant Chief Superintendent	0.42	0.50	0.32	0.37	NS
Consultant (Department of Education)	0.92	0.99	0.52	0.87	NS
Regional Superintendent	0.50	0.66	0.11	1.16	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	0.99	0.88	0.95	0.21	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.79	0.79	0.84	0.02	NS
Personnel Associated with Faculty of Education, Memorial University	1.01	1.02	0.84	0.15	NS

α .05

provided in Table 44, it appears that teachers employed with Integrated school boards perceive the district superintendent's role to be more effective than teachers employed with any of the other types of school boards.

Hypothesis 13

For each supervisory role it was hypothesized that grade or grades taught and teachers' perceived effectiveness were significantly related. However, when the mean effectiveness scores were analyzed, using the analysis of variance test, for differences for each role by grade or grades taught (five groups), none of the F-ratios were significant at the .05 level (Table 45). Since the analysis of variance and the Scheffe multiple comparison of means test did not point out any significant relationship between the variable grade or grades taught and teachers' perceived effectiveness of all 15 roles, the above hypothesis has been rejected.

Hypothesis 14

For each supervisory role it was hypothesized that size of school and teachers' perceived effectiveness were significantly related. An analysis of the data showed that this variable was significantly related to teachers' perceived effectiveness of the role of principal, vice-principal, board supervisor, supervising principal, and chief superintendent. No significant differences were found between the variable, size of school, and teachers' perceived effectiveness of the other ten roles (Table 46).

Table 45

Mean Effectiveness Scores of Teachers who found
the Role Applicable by Grade
or Grades Taught

Supervisory Role	Grade Taught					F	P
	K	1	2	3	K-3		
Principal	2.43	2.69	2.67	2.39	2.13	1.31	NS
Vice-Principal	1.34	1.37	1.28	1.40	0.79	0.69	NS
Other Teacher	1.79	1.88	1.70	1.73	1.90	2.28	NS
District Superintendent	1.31	1.73	1.77	1.62	1.77	0.72	NS
Assistant District Superintendent	0.96	1.18	0.83	0.86	1.00	0.37	NS
Board Supervisor	1.88	1.63	1.72	1.25	2.00	1.80	NS
Supervising Principal	0.97	1.38	1.44	1.02	1.64	1.36	NS
Board Specialist	1.29	1.79	1.32	1.45	1.14	0.99	NS
Chief Superintendent	0.81	0.86	0.56	0.95	0.93	0.86	NS
Assistant Chief Superintendent	0.45	0.59	0.30	0.55	0.23	1.19	NS
Consultant (Department of Education)	0.93	1.26	0.72	1.03	0.47	1.99	NS
Regional Superintendent	0.64	0.77	0.51	0.55	0.09	1.45	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	1.17	1.13	0.67	0.91	1.00	1.21	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.93	0.82	0.61	0.87	0.80	0.54	NS
Personnel Associated with Faculty of Education, Memorial University	1.26	1.02	0.89	0.95	0.93	0.56	NS

α .05

Table 46

Mean Effectiveness Scores of Teachers who found the
Role Applicable by Size of School

Supervisory Role	Number of Teacher in School				F	P
	2 - 5	6 - 11	12 - 18	> 18		
Principal	2.26	2.67	2.75	2.16	3.01	.03
Vice-Principal	0.60	1.56	1.13	1.46	3.80	.01
Other Teacher	1.40	1.76	1.56	1.88	1.05	NS
District Superintendent	1.39	1.70	1.80	1.64	0.72	NS
Assistant District Superintendent	1.67	1.16	0.80	0.68	1.27	NS
Board Supervisor	2.21	1.73	1.49	1.02	5.58	.001
Supervising Principal	1.85	1.26	1.07	0.81	3.91	.01
Board Specialist	0.94	1.57	1.47	1.51	1.47	NS
Chief Superintendent	1.21	0.68	0.91	0.52	2.98	.03
Assistant Chief Superintendent	0.43	0.40	0.62	0.32	0.93	NS
Consultant (Department of Education)	0.92	0.80	1.02	1.00	0.36	NS
Regional Superintendent	0.44	0.55	0.73	0.45	0.64	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	0.92	1.11	0.87	0.76	0.88	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.74	0.99	0.67	0.64	1.25	NS
Personnel Associated with Faculty of Education, Memorial University	0.98	0.90	1.07	1.12	0.36	NS

α .05

The analysis of variance test indicated that teachers' perceived effectiveness of the principal's role differed significantly ($p = .03$) among the mean scores of the four categories of school size. It appears, from Table 46, that all teachers perceived the role of principal to be very effective in helping them with their work. However, teachers in medium size schools (12 - 18 teachers) perceived the role of principal as being the most effective. The Scheffe test failed to find any significant difference between the four groups of mean scores. The Scheffe matrix showed that the lowest probability ($p = .13$) was between teachers in schools with 12 - 18 teachers and those in schools with more than 18 teachers.

For the role of vice-principal, a significant difference of .01 was found among the mean scores of teachers' perceived effectiveness of the four groups of school size when the analysis of variance test was utilized. From Table 46 it appears that the greatest difference was accounted for between the mean score of those in schools with 6 to 11 teachers and of those in small schools (2 to 5 teachers). The Scheffe test verified this observation (Table 47). It seems, then, that teachers in very small schools (2 - 5 teachers) when compared to the teachers in other size schools perceive the vice-principal's role as being the least effective and teachers in schools which have 6 - 11 teachers perceive the vice-principal's role as being the most effective.

Table 47

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Vice-Principal's Role
by Size of School

Size of School	2 - 5 teachers	6 -11 teachers	12 - 18 teachers	> 18 teachers
2 - 5 teachers	1.00	0.02 ^a	0.46	0.09 ^a
6 - 11 teachers		1.00	0.38	0.98
12 - 18 teachers			1.00	0.73
> 18 teachers				1.00

^asignificant probabilities

The analysis of variance test showed a significant difference of .001 among the mean scores for teachers' perceived effectiveness of the role of board supervisor (Table 46). The scheffe test pointed out that the difference was mainly accounted for between teachers' perception of this role in very small schools (2 - 5 teachers) and very large schools (more than 18 teachers). The Scheffe test further indicated that the significant difference was partially due to the teachers' responses in schools with 6 to 11 teachers and the responses of those in very large schools (Table 48). From the information provided, it is concluded that teachers' perceived effectiveness of the role of board supervisor decreases as the size of school increases.

Table 48

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Board Supervisor's Role
by Size of School

Size of School	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	> 18 teachers
2 - 5 teachers	1.00	0.35	0.11	0.002 ^a
6 - 11 teachers		1.00	0.82	0.06 ^a
12 - 18 teachers			1.00	0.46
> 18 teachers				1.00

^asignificant probabilities

For the role of supervising principal, the analysis of variance test showed a significant difference ($p = .01$) among the four groups of mean scores of teachers' perceived effectiveness (Table 46). Table 49 shows that the difference was mainly accounted for between the perceived effectiveness of teachers in very small schools (2 - 5 teachers) and that of teachers in very large schools (more than 18 teachers). The mean effectiveness scores for the supervising principal's role (Table 46) and the significant probabilities (Table 49) indicate that as the size of school increases, teachers' perceived effectiveness of this role decreases. Consequently, teachers in very small schools (2 - 5 teachers) perceive the supervising principal as being most effective and teachers in very large schools perceive this role as being the least effective.

Table 49

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Supervising Principal's Role
by Size of School

Size of School	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	> 18 teachers
2 - 5 teachers	1.00	0.19	0.09 ^a	0.02 ^a
6 - 11 teachers		1.00	0.92	0.48
12 - 18 teachers			1.00	0.88
> 18 teachers				1.00

^asignificant probabilities

The analysis of variance test showed that the mean scores for teachers' perceived effectiveness, categorized by size of school, for the role of chief superintendent were significantly related (Table 46). According to the scheffe probability matrix in Table 50 the significant difference was again primarily due to the responses of teachers in very small schools (2 - 5 teachers) and those of teachers in very large schools (more than 18 teachers). The responses of those who rated the chief superintendent's role on effectiveness, indicate that teachers in very small schools perceive the role as being the most effective in helping them improve their work in the school or classroom. In general, teachers' responses indicate that as the size of the school increases the perceived effectiveness of the chief superintendent's role tend to decrease.

Table 50

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Chief Superintendent's Role
by Size of School

Size of School	2 - 5 teachers	6 - 11 teachers	12 - 18 teachers	> 18 teachers
2 - 5 teachers	1.00	0.13	0.69	0.06 ^a
6 - 11 teachers		1.00	0.77	0.92
12 - 18 teachers			1.00	0.49
> 18 teachers				1.00

^asignificant probability

Hypothesis 15

It was hypothesized that teaching experience and teachers' perceived effectiveness of each supervisory role were significantly related. The data analysis revealed that teaching experience was significantly related to teachers' perceived effectiveness of the following roles: district superintendent, board specialist, and personnel associated with central office of the Newfoundland Teachers' Association. No significant differences were found between teaching experience and teachers' perceived effectiveness of the other 12 supervisory roles.

The mean scores, obtained by employing the analysis of variance test, for the role of district superintendent can be seen in Table 51. The mean effectiveness scores, categorized by five groups of teaching experience, differed significantly

Table 51

Mean Effectiveness Scores of Teachers who found the Role
Applicable by Teaching Experience

Supervisory Role	Number of Years teaching experience					F	P
	< 1	1 - 3	4 - 10	11 - 20	> 20		
Principal	2.47	2.36	2.56	2.42	2.88	0.62	NS
Vice-Principal	0.85	0.96	1.46	1.50	1.81	2.27	NS
Other Teacher	1.87	1.85	1.59	1.51	1.43	0.62	NS
District Superintendent	2.00	2.21	1.42	1.27	1.25	4.38	.002
Assistant District Superintendent	0.42	0.72	1.23	0.80	1.30	2.00	NS
Board Supervisor	1.43	1.61	1.57	1.73	2.19	0.76	NS
Supervising Principal	1.07	1.13	1.25	1.39	1.67	0.56	NS
Board Specialist	0.50	1.49	1.63	1.51	1.47	2.91	.03
Chief Superintendent	0.67	0.57	1.03	0.76	0.81	1.32	NS
Assistant Chief Superintendent	0.23	0.38	0.63	0.20	0.63	2.16	NS
Consultant (Department of Education)	0.40	1.07	1.03	0.73	1.13	1.67	NS
Regional Superintendent	0.28	0.46	0.64	0.53	0.93	0.96	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	0.70	0.77	0.93	1.27	1.31	1.55	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.53	0.54	0.79	1.20	1.13	2.60	.04
Personnel Associated with Faculty of Education, Memorial University	0.90	0.89	1.02	1.20	0.94	0.42	NS

α .05

($p = .002$). According to the Scheffe multiple comparison of means (Table 52), the difference was mostly accounted for between the mean effectiveness scores of teachers with 1 to 3 and 4 to 20 years teaching experience. The mean scores for the district superintendent's role indicate that this role is perceived as being effective by all groups. However, teachers with 1 to 3 years experience perceived this role as being the most effective.

Table 52

Probability Matrix for the Scheffe Multiple Comparison
of Means of the District Superintendent's
Role by Teaching Experience

Teaching Experience	1 year	1 - 3 years	4 - 10 years	11 - 20 years	20 years
1 year	1.00	0.98	0.46	0.34	0.60
1 - 3 years		1.00	0.03 ^a	0.03 ^a	0.24
4 -10 years			1.00	0.99	0.99
11 -20 years				1.00	1.00
20 years					1.00

^asignificant probabilities

For the role of board specialist, the analysis of variance revealed a significant difference ($p = .03$) among the mean scores of teachers' perceived effectiveness for the five categories of teachers grouped according to teaching experience (Table 51). The Scheffe test indicated that the significant difference was mostly accounted for between the mean score of teachers with less than one year experience and that of teachers with 4 to 10

years experience (Table 53). From the information provided, it is concluded that teachers with less than 1 year experience perceive the board specialist's role as one which seldom helps them in their work and teachers with 4 to 10 years experience, when compared to the other groups, perceive it as being the most effective.

Table 53

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Board Specialist's Role
by Teaching Experience

Teaching Experience	< 1 year	1 - 3 years	4 - 10 years	11 - 20 years	> 20 years
< 1 year	1.00	0.12	0.03 ^a	0.13	0.40
1 - 3 years		1.00	0.99	1.00	1.00
4 - 10 years			1.00	1.00	1.00
11 - 20 years				1.00	1.00
> 20 years					1.00

^asignificant probability

The final role which was significantly related to the variable teaching experience was that of personnel associated with central office of the Newfoundland Teachers' Association (Table 51). The analysis of variance test showed a significant difference of .04 among the mean scores of the five groups used. The Scheffe test indicated that this difference was mainly due to the perceptions of teachers with 1 to 3 years and 11 to 20 years experience (Table 54). Teachers' rating of this role on effectiveness indicate that teachers with 11 to 20 experience

tend to perceive this role as being more effective than teachers in any of the other four groups.

Table 54

Probability Matrix for the Scheffe Multiple Comparison of Means of the Role of Personnel Associated with Central Office, Newfoundland Teachers' Association by Teaching Experience

Teaching Experience	< 1 year	1 - 3 years	4 - 10 years	11 - 20 years	> 20 years
< 1 year	1.00	1.00	0.90	0.24	0.64
1 - 3 years		1.00	0.81	0.10 ^a	0.56
4 - 10 years			1.00	0.48	0.90
11 - 20 years				1.00	1.00
> 20 years					1.00

^asignificant probability

Hypothesis 16

For each supervisory role it was hypothesized that length of academic and professional training and teachers' perceived effectiveness were significantly related. The analysis of variance revealed that this variable was significantly related to teachers' perceived effectiveness of five of the fifteen supervisory roles. These roles were: principal, 'other teacher', district superintendent, board supervisor and supervising principal (Table 55).

The mean effectiveness scores for the seven categories of training were tested for significant

Table 55

Mean Effectiveness Scores of Teachers who found the Role
Applicable by Academic and Professional Training

Supervisory Role	Number of Years Training							F	P
	None	< 1	1	2	3	4	> 4		
Principal	3.00	2.33	2.77	2.43	2.41	2.45	1.47	2.60	.01
Vice-Principal	0.33	2.00	1.31	1.31	1.25	1.33	1.40	0.71	NS
Other Teacher	0.50	1.44	1.32	1.90	1.87	1.88	1.53	2.70	.01
District Superintendent	1.25	0.67	1.32	1.75	2.00	1.70	2.67	3.21	.005
Assistant District Superintendent	0.50	1.25	1.04	1.08	0.97	0.45	1.18	0.78	NS
Board Supervisor	1.50	1.78	2.08	1.71	1.42	1.06	1.00	2.65	.02
Supervising Principal	2.50	1.78	1.48	1.18	1.06	0.81	0.75	2.30	.04
Board Specialist	0.60	1.50	1.67	1.36	1.63	0.84	1.40	1.35	NS
Chief Superintendent	1.63	1.22	1.00	0.70	0.70	0.64	0.27	1.64	NS
Assistant Chief Superintendent	0.50	0.56	0.51	0.42	0.50	0.30	0.20	0.38	NS
Consultant (Department of Education)	0.38	0.56	0.85	1.00	1.11	0.91	0.87	0.52	NS
Regional Superintendent	0.00	0.50	0.68	0.48	0.65	0.43	0.36	0.57	NS
Personnel Associated with Local Branches of Newfoundland Teachers' Association	1.25	1.67	1.09	0.90	0.82	0.88	0.33	1.33	NS
Personnel Associated with Central Office, Newfoundland Teachers' Association	0.63	1.22	0.99	0.67	0.61	0.88	0.47	1.01	NS
Personnel Associated with Faculty of Education, Memorial University	0.00	1.11	1.06	1.03	1.02	1.27	0.33	1.70	NS

α .05

differences by means of the analysis of variance test. The results indicated that the mean scores of teachers' perceived effectiveness of the principal's role differed significantly ($p = .01$). Although it may appear from Table 55 that the significant difference was mainly due to the variation in the mean scores of untrained teachers and those with more than 4 years of training, a more rigorous analysis using the Scheffe comparison of means indicated that the greatest difference was accounted for between the perceived effectiveness of teachers with more than 4 years of training and that of teachers with 1 year of academic and professional preparation (Table 56). From the information provided, it can be said, that teachers in all categories of training perceive the principal's role as being very helpful with respect to their work in the school or classroom. It appears, however, that teachers with less than 2 years of formal training perceive the principal's role to be more effective than do teachers with 2 or more years of training.

A significant difference of .01 was found among the seven groups of mean effectiveness scores for teachers' perceived effectiveness of the role of 'other teacher'. Although the analysis of variance showed a significant difference, the Scheffe test failed to point out a significant difference between any of the groups. However, according to the mean effectiveness scores presented in Table 55 it appears that teachers with no academic and professional

Table 56

Probability Matrix for the Scheffe Multiple Comparison of Means of the Role of Principal by Length of Academic and Professional Training

Length of Training	None	< 1 year	1 year	2 years	3 years	4 years	> 4 years
None	1.00	0.98	1.00	0.96	0.96	0.98	0.26
< 1 year		1.00	0.99	1.00	1.00	1.00	0.85
1 year			1.00	0.87	0.88	0.96	0.04 ^a
2 years				1.00	1.00	1.00	0.32
3 years					1.00	1.00	0.40
4 years						1.00	0.39
> 4 years							1.00

^asignificant probability

training did not perceive the role of 'other teacher' as effectively helping them improve the teaching-learning situation. Teachers with 2, 3 and 4 years of formal training were fairly high in their estimation of the help they perceive as coming from this role.

For the role of district superintendent, the seven groups of mean effectiveness scores showed a significant difference of .005 (Table 55). It appears that this difference was mainly due to the mean scores for teachers with more than 4 years of training and for those with less than 1 year of training. The Scheffe test, however, pointed out that the significant difference was mostly accounted for between the group with more than 4 years training and the group with 1

year and less than 1 year of training (Table 57). It can be said, therefore, that teachers with more than 4 years of academic and professional training perceive the role of district superintendent as being the most effective whereas the teachers with less than 1 year training (excluding those with no training) perceive this role as being the least effective.

Table 57

Probability Matrix for the Scheffe Multiple Comparison of Means of the Role of District Superintendent by Academic and Professional Training

Length of Training	None	< 1 year	1 year	2 years	3 years	4 years	> 4 years
None	1.00	1.00	1.00	0.97	0.88	0.99	0.45
< 1 year		1.00	0.95	0.64	0.40	0.74	0.10 ^a
1 year			1.00	0.81	0.41	0.95	0.10 ^a
2 years				1.00	0.99	1.00	0.58
3 years					1.00	0.99	0.89
4 years						1.00	0.60
> 4 years							1.00

^asignificant probabilities

The analysis of variance test calculated a significant difference of .02 between the mean scores of the seven groups, categorized by the length of training, for the perceived effectiveness of the role of board supervisor (Table 55). The Scheffe multiple comparison of means test showed that the significant difference was greatly accounted for between the

Table 58

Probability Matrix for the Scheffe Multiple Comparison
of Means of the Role of Board Supervisor
by Academic and Professional Training

Length of Training	None	< 1 year	1 year	2 years	3 years	4 years	> 4 years
None	1.00	1.00	0.99	1.00	1.00	0.99	1.00
< 1 year		1.00	1.00	1.00	0.99	0.95	0.95
1 year			1.00	0.91	0.48	0.09 ^a	0.35
2 years				1.00	0.99	0.65	0.83
3 years					1.00	0.98	0.99
4 years						1.00	1.00
> 4 years							1.00

^asignificant probability

perceptions of teachers with 1 year and those with 4 years of training (Table 58). According to the mean scores in Table 55 teachers with 4 or more years of academic and professional training, when compared to the other groups, perceive the board supervisor's role as being the least effective in helping them improve their work. This role was perceived as being the most effective by teachers with 1 year of academic and professional training.

The final supervisory role which was significantly related to academic and professional training was that of supervising principal (Table 55). The analysis of variance test showed a significant difference ($p = .04$) between the mean scores of the seven groups for the perceived effectiveness of this role. The Scheffe test, however, failed to point out

the groups that mainly accounted for this difference. However, from the mean effectiveness scores presented for the role of supervising principal (Table 55), it appears that teachers with no formal training perceive this role as being the most effective and teachers with 4 or more years of formal training perceive this role as being the least effective in helping them improve their work in the school or classroom. To put it another way. the more training teachers have the greater is the tendency for them to rate the supervising principal's role low on effectiveness.

CORRELATION OF INFLUENTIAL AND EFFECTIVE ROLES

Hypothesis 17

It was hypothesized that there would be a high positive correlation between the rank orders of supervisory roles when ranked according to teachers' perceived influence and effectiveness.

Table 59 gives the rank orders of the 15 supervisory role for influence and effectiveness when all respondents (N = 248) are considered. These rank orders correlated extremely high with each other ($r_s = .98$; $p < .001$). Table 60 shows the rank order on relative influence (percentage of teachers rating the role where the role applies) and the rank order on relative effectiveness (effectiveness scores by teachers to whom the role is applicable). A perusal of this table indicates that the two rank orders were again very similar. In this case, as above, the Spearman rank order correlation showed an extremely high positive correlation

Table 59

Correlation of Rank Orders of Fifteen Supervisory Roles
on Influence and Effectiveness when all
Respondents were Considered

Supervisory Role	Influence		Effectiveness	
	Scores	Rank	Scores	Rank
Principal	213	1	619	1
District Superintendent	151	2	408	3
Other Teacher	147	3	411	2
Board Supervisor	145	4	384	4
Board Specialist	111	5	292	5
Vice-Principal	108	6	287	6
Personnel Associated with Faculty of Education, MUN	101	7	248	8
Personnel Associated with Local Branches of N.T.A.	97	8	234	9
Supervising Principal	96	9	252	7
Personnel Associated with Central Office of N.T.A.	83	10.5	197	12
Consultant (Department of Education	83	10.5	226	10
Chief Superintendent	78	12	201	11
Assistant District Superintendent	57	13	146	13
Assistant Chief Superintendent	47	14	109	14.5
Regional Superintendent	43	15	109	14.5

$$r_s = .98; p < .001$$

Table 60

Correlation of Rank Orders of Fifteen Supervisory Roles on
Relative Influence and Relative Effectiveness when
Cases where the Role Applied were Considered

Supervisory Role	Relative Influence		Relative Effectiveness	
	Per Cent	Rank	Scores	Rank
Principal	85.9	1	2.50	1
Board Supervisor	60.9 ^a	2	1.61	4
District Superintendent	60.9 ^b	3	1.65	3
Other Teacher	59.5	4	1.66	2
Board Specialist	54.4	5	1.43	5
Vice-Principal	49.1	6	1.30	6
Supervising Principal	47.8	7	1.25	7
Personnel Associated with Faculty of Education, MUN	40.7	8	1.00	8
Personnel Associated with Local Branches of N.T.A.	39.3	9	.95	9.5
Assistant District Superintendent	37.0	10	.95	9.5
Consultant (Department of Education)	33.6	11	.91	11
Personnel Associated with Central Office, N.T.A.	33.5	12	.79	13
Chief Superintendent	31.5	13	.81	12
Regional Superintendent	21.6	14	.55	14
Assistant Chief Superintendent	19.0	15	.44	15

^a60.92 ^b60.88

$r_s = .98: p < .001$

between the two rank orders ($r_s = .98$; $p < .001$). Since there was a high positive correlation between both rank orders when analyzed firstly, by the total number of respondents and secondly, by those who found the role applicable the stated hypothesis has been proven statistically and is therefore accepted.

SUMMARY

This chapter analyzed primary teachers' perceived effectiveness of the fifteen possible supervisory roles which might exist in the schools, school districts, Department of Education, Newfoundland Teachers' Association, and Memorial University. The hypotheses connected with the perceived effectiveness of these roles were investigated and the findings are summarized in this section.

As was the case with teachers' identification of the roles on influence, the supervisory roles nearest the teacher (those within the school and school district) were perceived to be more effective for those teachers to whom the role applied than roles which exist at the Provincial Department of Education, teachers' professional organization and university. The most effective roles were: principal, 'other teacher', district superintendent, board supervisor, board specialist, vice-principal, and supervising principal. Again, the principal's role was perceived as being the most effective of all the roles. The other eight supervisory roles received low mean scores (ranging from 1 to .44) and are considered to

be among the least effective roles.

The selected school and teacher variables were significantly related to teachers' perceived effectiveness of many of the supervisory roles. Size of town in which the school is located was related to teachers' perceptions of the supervising principal's and the board specialist's role. Teachers in towns with population 500 - 999 found these two roles to be most effective. The variable population of the area served by the school was found to be related to teachers' perceptions of the following roles: district superintendent, assistant district superintendent, and board supervisor. All three of these roles were found to be most effective by teachers in schools which serve a population of less than 500. Type of school board was related to teachers' perceived effectiveness of only one of the supervisory roles, namely that of district superintendent. It was found that Integrated teachers perceived the role of district superintendent to be more effective than did teachers employed with the other types of school boards. The variable grade or grades taught was not found to be related to teachers' perceived effectiveness of any of the fifteen supervisory roles. Size of school was related to teachers' perceived effectiveness of the following roles: principal, vice-principal, board supervisor, supervising principal, and chief superintendent. The principal's role was found to be most effective in schools which have 12 - 18 teachers in them, the vice-principal's role was found to be most effective in schools which have 6 - 11 teachers, and the roles of board

supervisor and supervising principal were found to be most effective in small schools (2 - 5 teachers). The length of teaching experience was found to be related to teachers' perceived effectiveness of 3 supervisory roles -- district superintendent, board specialist, and personnel associated with central office of Newfoundland Teachers' Association. The district superintendent's role was found to be most effective by teachers with 1 - 3 years experience. Teachers with 4 - 10 years experience perceived the board specialist's role to be the most effective. Personnel associated with central office of Newfoundland Teachers' Association was perceived to be most effective by teachers with 11 - 20 years experience. The length of academic and professional preparation was found to be related to the perceived effectiveness of the following roles: principal, 'other teacher', district superintendent, board supervisor, and supervising principal. Teachers with less than 2 years of training found the principal's role to be more effective than did teachers with 2 or more years of training. Teachers with 2 years of training found the role of 'other teacher' to be the most effective. The district superintendent's role was found to be most effective by teachers with more than 4 years training. Teachers with 1 year training found the board supervisor's role to be the most effective. Teachers with no formal training found the role of supervising principal to be the most effective. Finally, there were no significant differences found between any of the school and teacher variables

and the following roles: assistant chief superintendent, consultant, regional superintendent, personnel associated with local branches of Newfoundland Teachers' Association, and personnel associated with the Faculty of Education at Memorial University.

Chapter 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three major sections.

The first summarizes the problem and purpose of the study, the design of the study and the major findings. The second section deals with the conclusions arrived at as a result of the study's findings. The final section takes into account all the findings and conclusions and on that basis a number of recommendations are made.

SUMMARY

Statement of the Problem

The main purpose of this study was to identify and analyze the supervisory roles which primary teachers in Newfoundland and Labrador perceive as being influential and effective in helping teachers improve the content, processes and outcomes of their work in the school or classroom. In line with this purpose, the two major problems of this study were:

- 1) Which supervisory roles are perceived as influencing or affecting teachers' behavior with respect to the content, processes, and outcomes of their teaching?
- 2) To what extent are the various influential

roles perceived as being effective in improving teachers' behavior with respect to the content, processes, and outcomes of their teaching?

Other problems related to this study were as follows:

- 1) Which influential supervisory roles are perceived by teachers as the most effective and which are perceived as the least effective in serving to improve the content, processes, and outcomes of their teaching?
- 2) Are teachers' perceived influence and effectiveness of supervisory roles related to such factors as: size of town, population of area served by the school, type of school board, grade or grades taught, size of school, length of teaching experience, and length of academic and professional preparation?

The Design of the Study

From the list of primary teachers (teaching one or more grades of Kindergarten through to grade three) obtained from the Department of Education records, 300 teachers from a total population of 1687 were randomly selected to participate in this study. A nine page questionnaire dealing with the influence and effectiveness of 15 possible supervisory roles which might exist in the schools, school districts, Department of Education, teachers' association and university was sent to each teacher in the sample. Of the 300 questionnaires

mailed to the selected participants, 82 per cent were returned.

On the questionnaire, teachers were asked to identify from a list of 15 supervisory roles those roles which influenced or affected their behavior as a teacher with respect to the content, processes, or outcomes of their work in the school or classroom. Next, teachers were requested to rate the effectiveness of each influential role using a scale ranging from 4 -- very effective to 1 -- ineffective. Finally, after examining each of the 15 supervisory roles, teachers were asked to select the most effective and the least effective role.

The data were analyzed to determine how teachers perceived the influence and effectiveness of the various roles. First, the data were analyzed by number and per cent of teachers identifying each role as influential and the school and teacher variables related to teachers' perceptions of influence by means of cross-tabulations and chi-square analysis. Next, the various supervisory roles were ranked according to the mean effectiveness scores. The school and teacher variables related to teachers' perceived effectiveness were analyzed by means of the analysis of variance and the Scheffe multiple comparison of means tests.

Major Findings

The perceived influence of supervisory roles.

The principal's role, identified as being influential by 86 per cent of the respondents, was found to be the most influential of the 15 roles considered. The following roles

identified as being influential by approximately 50 per cent of those teachers to whom the role applied were: board supervisor, district superintendent, 'other teacher', board specialist, and vice-principal. The following nine roles were perceived as being influential by less than 50 percent of those teachers to whom the role applied. Teachers tended to identify roles within the school and school district as ones which were more likely to influence their behavior than supervisory roles at the Department of Education, Newfoundland Teachers' Association, and Memorial University.

Certain school and teacher variables were related to teachers' perceived influence of the most influential roles. The principal's role was perceived as being most influential by untrained teachers and those with less than 4 years of academic and professional training. The board supervisor's role was perceived as being most influential by teachers in small school systems (serving population less than 500), in small schools (2 - 5 teachers), and with 1 year of formal training. The role of district superintendent was perceived as most influential by teachers in small school systems, teaching some combination of Kindergarten to grade three, with more than 20 years teaching experience. The role of 'other teacher' was perceived as most influential by teachers who have 4 years of academic and professional training. The board specialist's role was perceived as most influential by teachers in towns ranging in size from 1000 to 10,000 people

and by those with 1 or more years of teaching experience.

The perceived effectiveness of supervisory roles.

The six supervisory roles which had been most often identified as being influential (by approximately 50 per cent of those who found the role applicable) were again included among the seven most effective roles, that is, roles which were perceived as serving to improve the content, processes, and outcomes of the teacher's work in the school or classroom whether the mean effectiveness scores were based on the total number of teachers responding or only those teachers who found the role applicable. The roles perceived to be the most effective were: principal, 'other teacher', district superintendent, board supervisor, board specialist, vice-principal and supervising principal. Of all the perceived effective roles, the principal's role received the highest mean score (2.50). The supervisory roles far removed from the teacher generally received low mean scores.

Certain school and teacher variables were significantly related to teachers' perceived effectiveness of each role identified as the most effective. The principal's role was perceived as being most effective by teachers in medium size schools (12 - 18 teachers), with no or 1 year of academic and professional training. The role of 'other teacher' was perceived as being most effective by teachers with 2 years of formal training. Teachers in schools which serve small areas (population less than 500), teaching with Integrated school boards, with 1 to 3 years teaching experience and more than 4 years of academic and professional training perceived

the role of district superintendent as being most effective. The board specialist's role was perceived as one which effectively helps teachers improve their work by those who teach in small towns (population 500 to 999) and those with 4 to 10 years experience. Teachers in schools with 6 to 11 teachers perceived the role of vice-principal as being most effective with respect to helping teachers. The supervising principal's role was perceived as being most effective in helping teachers in small towns (population 500 to 999), in small schools (2 to 5 teachers), with no academic and professional training.

Teacher's selection of the most effective and the least effective supervisory roles. From the list of 15 supervisory roles, over 96 percent of the 218 teachers who responded to this question selected the following roles as the most effective: principal, board supervisor, district superintendent, 'other teacher', supervising principal, vice-principal, and board specialist. Of these nearly 50 per cent identified the principal as the most effective role.

In the selection of the least effective roles, 113 or 69 per cent of the 164 teachers who responded to this question selected the same seven roles as contrasted with 96 per cent who selected these roles as the most effective. Only 3.6 per cent selected the principal as the least effective supervisory role.

CONCLUSIONS

Influential and Effective Roles

- 1) Of all the roles considered, the principal's role was most often perceived as one which affects or influences the behavior of teachers with respect to the content, processes and outcomes of their teaching. The five roles perceived as often influencing teachers' behavior were: board supervisor, district superintendent, 'other teacher', board specialist, and vice-principal.
- 2) Of all the roles rated on effectiveness, the principal's role was perceived as the most effective in helping teachers improve the teaching-learning situation. Other roles perceived as being fairly effective were: 'other teacher', district superintendent, board supervisor, board specialist, vice-principal and supervising principal.
- 3) Teachers' perceived influence of supervisory roles decreased as the physical distance between the incumbent of the role and the teacher increased. Similarly, teachers' perceived effectiveness of supervisory roles decreased as the physical distance between the incumbent of the role and the teacher increased. Supervisory roles which were far removed from the teacher were seldom

perceived as being influential and also were generally rated low on effectiveness.

- 4) Teachers' responses indicated that they perceived many roles as ones which effectively help them in their school work. However, of all the roles considered to be effective the principal's role was singled out as the one which most effectively helps them with their work. Very few teachers selected the principal as the least effective supervisory role.
- 5) Many school and teacher variables were significantly related to teachers' perceived influence and effectiveness of supervisory roles. In general incumbents in supervisory roles chiefly 'influenced' teachers in small schools or in small school systems, and were perceived as being 'most helpful' by teachers in small schools or small school systems and by those with one or less years of academic and professional training.

RECOMMENDATIONS

- 1) Teachers responses indicate that they perceive the principal's role as the most influential and the most effective with respect to helping teachers improve the teaching-learning situation. It is therefore recommended that greater emphasis be placed on the principal's role so that more

professional educational decisions can be made by the principal and his staff where the effects are found and evaluated.

- 2) Because of the perceived effectiveness of the role of 'other teacher' in helping staff members, it is recommended that this role be seriously looked at and that greater opportunity be provided for teacher interaction both within the school and school system. It is further recommended that:
(a) teachers be given greater freedom from their 'in-class' responsibilities so that they might share any new ideas or techniques with their colleagues and (b) the use of workshops and other devices promoting an exchange of ideas with teachers of other school systems be encouraged.
- 3) This study demonstrates that teachers believe that supervisory functions are carried out by many different roles within the educational system other than those which are designated by the title 'supervisor'. The responses of teachers did point out that they regard those roles as influential and effective in improving the classroom situation that are closely associated with the teaching role. This study clearly shows that as the physical distance between the supervisor and the teacher increases, the least often were roles identified as being influential and

consequently were rated lower on effectiveness. The role of principal, for example, where the incumbent has opportunities to be close to staff members was more often rated as influential than any of the other 14 supervisory roles considered in this study. Similarly, teachers responses indicate that roles far removed from the teacher seldom affect their behavior and are unlikely to effectively help them (teachers) with their work regardless of the supervisory skills incumbents in these roles might have. It is therefore recommended that in creating, restructuring or changing roles concerned with the improvement of the teaching-learning process the factor of closeness to the teacher be considered. It is further recommended that the incumbent in any district supervisory position which may be added, be located in a particular part of his school district so that he/she might work with fewer numbers of teachers and pupils rather than be attached to a central office which often, because of its location, prevents supervisory personnel from effectively helping teachers in schools far removed from the central office.

- 4) In general it seems that incumbents in supervisory positions concentrate their efforts on teachers in small schools and school systems and on those

teachers who have minimum academic and professional training. It is recommended that all incumbents in supervisory roles (particularly within the school and school district) work with all teachers and attempt to help them (if the need so arises) no matter what size of school or system they are teaching in or how much academic and professional training teachers might have.

- 5) One of the assumptions made in this study was that teachers rated the role and not the person presently occupying it. An attempt was made to test this assumption. In the questionnaire,¹ immediately following teachers' identification of the most effective supervisory role, teachers were asked the extent to which the person in the role personally contributed to their evaluation of its effectiveness. The same procedure followed teachers' identification of the least effective supervisory role. The responses 1 -- to a great extent or 2 -- to some extent meant that teachers rated the person rather than the role. The responses 3 -- to a lesser extent or 4 -- to no extent meant that teachers rated the role rather than the person.

¹See Appendix A.

When analyzed, teachers' responses indicated that in selecting the most effective role they tended to rate the person in the role. However, when selecting the least effective role teachers tended to rate role (Table 61).

Table 61

Distribution of Teachers' Responses as to whether Teachers Rated Person or Role in their selection of the Most Effective and the Least Effective Supervisory Roles

	Most Effective		Least Effective	
	Frequency	Per Cent	Frequency	Per Cent
Person	152	73%	56	38%
Role	57	27%	92	62%
Totals	209	100%	148	100%

From Table 61 it can be seen that in the selections of the most effective role, teachers responses contradicted the assumption that teachers rated the role and not the person. However, in the selections of the least effective supervisory role teachers' responses supported the assumption. Whereas this may be a weak indication of how teachers rated each supervisory role on Form B of the questionnaire, it is recommended that this assumption be looked at more seriously in other

studies of this nature.

- 6) Because the supervisory roles within the school and school districts were perceived as the most effective in helping teachers improve the teaching-learning process, it is recommended that a study of teachers' perceived styles and behaviors of the supervisors in these roles be undertaken.

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APPENDICES

APPENDIX A
RESEARCH INSTRUMENT

TEACHER IDENTIFICATION OF INFLUENTIAL AND EFFECTIVE
SUPERVISORY ROLES



Memorial University of Newfoundland
Department of Educational Administration

INTRODUCTION

As you are aware, many supervisory roles exist in our school systems because of increased diversification, specialization, and other factors. Because of differences in school system size and complexity, the number and functions of supervisory roles vary from system to system. However, the chief function of the supervisory role, wherever it exists, is to help the teacher improve the content, processes, and outcomes of his or her work in the school and classroom.

In this study in which we are asking for your help and cooperation, we are interested in finding the answer to the following question: What supervisory roles in the school systems do teachers perceive as really affecting and helping them improve the quality of their professional work?

Please remember that in this study we are chiefly interested in the influence and effectiveness of supervisory roles and not the evaluation of persons in them. Included in the lists of supervisory roles are those which may influence the teacher indirectly as well as those which may directly influence the teacher's work.

As we are interested only in grouped data, we ask you not to identify yourself or your school. However, to keep a check on returns, we ask you to return separately to us the enclosed self-addressed postcard when you have completed your questionnaire.

One suggestion: Please complete and return the questionnaire at the earliest opportunity.

Thank you for your cooperation, your assistance is most appreciated.

(Please do not identify yourself by name or school)

1. Sex 1) Male 2) Female
2. What is the population of the town in which your school is located?
1) less than 500 2) 500 to 999
3) 1000 to 4999 4) 5000 to 10,000
5) more than 10,000
3. What is the total population of the AREA served by your school?
1) less than 500 2) 500 to 999
3) 1000 to 4999 4) 5000 to 10,000
5) more than 10,000
4. Under what type of Board of Education do you teach?
1) Integrated 2) Roman Catholic
3) Pentecostal 4) Seven Day Adventist
5. What grade or grades do you teach?
1) Kindergarten 2) Grade one
3) Grade two 4) Grade three
5) Grade four 6) Grade five
7) Grade six
6. How many full time teachers are in your school?
1) 2 to 5 teachers 2) 6 to 11 teachers
3) 12 to 18 teachers 4) more than 18 teachers
7. What is your total teaching experience?
1) less than 1 year 2) 1 to 3 years
3) 4 to 10 years 4) 11 to 20 years
5) more than 20 years
8. How many years, beyond high school graduation, have you spent in preparation for teaching including both academic preparation and professional training?
1) none 2) less than 1 year
3) 1 year 4) 2 years
5) 3 years 6) 4 years
7) 5 years 8) 6 years
9) more than 6 years

FORM - BINFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES

Below are definitions of influential, non-influential, and effective supervisory roles. Please read these definitions carefully. Note that the influential supervisory role influences your teaching behavior in some manner; the non-influential supervisory role does not influence your teaching behavior; the effective supervisory role improves your work as a teacher.

SUPERVISOR

A supervisor is a person in the school, school system, Department of Education, or professional organization who has a formal or informal obligation to help teachers improve the quality of their performance in their professional roles in the school and classroom.

INFLUENTIAL SUPERVISORY ROLE

An influential supervisory role is one which, you feel, influences your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school and classroom.

NON-INFLUENTIAL SUPERVISORY ROLE

A non-influential supervisory role is one which, you feel, exerts little or no influence on your behavior as a teacher in the school and classroom.

EFFECTIVE SUPERVISORY ROLE

An effective supervisory role is one that influences you in such a way that it serves to improve your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school and classroom.

On the following pages is a list of possible supervisory roles in (A) your school, (B) the school system, (C) the Department of Education, and (D) your professional organization and university.

First, identify each supervisory role as influential or non-influential by circling either YES (influential) or NO (non-influential).

Next, use the following scale to circle the numeral which best describes the effectiveness of each supervisory role that you have identified as influential: 4 - very effective, 3 - effective, 2 - fairly effective, 1 - ineffective.

PLEASE NOTE: Omit roles that do not apply.

Add other roles that apply but are not included in the list.

A. SUPERVISORY ROLES IN THE SCHOOL.

<u>SUPERVISORY ROLE</u>	<u>INFLUENTIAL</u> (circle YES or NO; if YES rate the supervisory role on effectiveness)	<u>EFFECTIVENESS</u>			
		very effective	effective	fairly effective	ineffective
1. Principal	YES _____ NO _____	4	3	2	1
2. Vice-principal	YES _____ NO _____	4	3	2	1
3. Other teacher	YES _____ NO _____	4	3	2	1
4. Other: Please identify if any _____	YES _____ NO _____	4	3	2	1

B. SUPERVISORY ROLES IN THE SCHOOL SYSTEM

SUPERVISORY ROLE	INFLUENTIAL (circle YES or NO: if YES rate the supervisory role on effectiveness)	EFFECTIVENESS			
		very effective	effective	fairly effective	ineffective
1. District Superintendent	YES _____ NO _____	4	3	2	1
3. Assistant District Superintendent	YES _____ NO _____	4	3	2	1
3. Board Supervisor	YES _____ NO _____	4	3	2	1
4. Coordinating or Supervising Principal	YES _____ NO _____	4	3	2	1
5. Board Specialist (e.g. Music, Art, Physical Education, Religious Education, Guidance, etc.)	YES _____ NO _____	4	3	2	1
6. Other: Please identify if any _____	YES _____ NO _____	4	3	2	1

C. SUPERVISORY ROLES IN THE DEPARTMENT OF EDUCATION

SUPERVISORY ROLE	INFLUENTIAL	EFFECTIVENESS			
	(circle YES or NO; if YES rate the supervisory role on effectiveness)	very effective	effective	fairly effective	ineffective
1. Chief Superintendent	YES _____ NO _____	4	3	2	1
2. Assistant Chief Superintendent	YES _____ NO _____	4	3	2	1
3. Consultant or Specialist (e.g. Art, Social Studies, English, etc.)	YES _____ NO _____	4	3	2	1
4. Regional Superintendent	YES _____ NO _____	4	3	2	1
5. Other: please identify if any	YES _____ NO _____	4	3	2	1

D. SUPERVISORY ROLES IN PROFESSIONAL ORGANIZATION AND UNIVERSITY

SUPERVISORY ROLE	INFLUENTIAL	EFFECTIVENESS			
	(circle YES or NO; if YES rate the supervisory role on effectiveness)	very effective	effective	fairly effective	ineffective
1. Personnel associated with local branch of Newfoundland Teachers' Association	YES _____ NO	4	3	2	1
2. Personnel associated with the central office of the Newfoundland Teachers' Association	YES _____ NO	4	3	2	1
3. Personnel associated with the Faculty of Education at Memorial University	YES _____ NO	4	3	2	1
4. Other: please identify if any	YES _____ NO	4	3	2	1

FORM - CIDENTIFICATION OF YOUR MOST EFFECTIVE AND LEAST EFFECTIVESUPERVISORY ROLE

Now please consider all the supervisory roles which you have identified as INFLUENTIAL on the previous form and identify the MOST EFFECTIVE SUPERVISORY ROLE.

Next, identify the LEAST EFFECTIVE SUPERVISORY ROLE

1. (a) The supervisory role I identify as the Most Effective is _____.

- (b) To what extent does the person in the role you have identified above personally contribute to your evaluation of its effectiveness?

- 1) ___ To a great extent (a different person would make me evaluate differently)
- 2) ___ To some extent (a different person might make evaluate differently)
- 3) ___ To a lesser extent (it makes very little difference who is in the role)
- 4) ___ To no extent (it makes no difference who is in the role)

2. (a) The supervisory role I identify as the Least Effective is _____.

- (b) To what extent does the person in the role you have identified above personally contribute to your evaluation of its effectiveness?

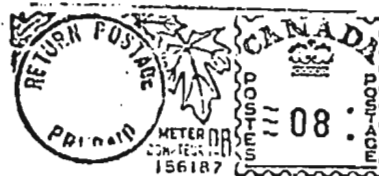
- 1) ___ To a great extent (a different person would me evaluate differently)
- 2) ___ To some extent (a different person might make me evaluate differently)
- 3) ___ To a lesser extent (it makes very little difference who is in the role)
- 4) ___ To no extent (it makes no difference who is in the role)

APPENDIX B
CORRESPONDENCE WITH TEACHERS

DAI Note

Appendex B Pages are not shown because of persons signatures on each page.

Postcards used to facilitate follow-up procedure



TO: Mr. Frederick Bullen
Department of Educational Administration
Faculty of Education
Arts-Education Building
Memorial University of Newfoundland
St. John's, Newfoundland, Canada

I have completed and mailed the Questionnaire, Teacher
Identification of Influential and Effective Supervisory Roles.

Name

Address

Date

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